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ABSTRACT

This document contains vocational education program course standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary and postsecondary level as part of the family and consumer sciences component of Florida's comprehensive vocational education program. Curriculum frameworks are provided for 32 programs/clusters: life choices; personal development; teen challenges; blueprint for professional success; child development; family dynamics; family, home, and consumer technology; food science technology; life management skills; nutrition and wellness; parenting skills; principles of clothing construction; principles of food preparation; child care center management; child development early intervention; child development and education; decor and design services cluster; dietetic management and supervision; dietetic technician; early childhood education cluster; elderly and disabled care services; environmental services; family and consumer sciences cooperative education; fashion design and production cluster; food management, production and services cluster; home and family management; interior decor fabrication; interior design technology; nutrition and dietetic services; and parenting. Each curriculum framework includes some or all of the following: program title, occupational area, grade level, length, certification awarded; major concepts/content covered in the course; laboratory activities; special notes; and intended outcomes. (MN)

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ED 409 431

VOCATIONAL EDUCATION PROGRAM COURSES STANDARDS

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July 1997

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VOCATIONAL EDUCATION

CURRICULUM FRAMEWORKS

FAMILY AND CONSUMER SCIENCES EDUCATION

JULY, 1997

FLORIDA DEPARTMENT OF EDUCATION

Division of Applied Technology and Adult Education
Bureau of Vocational Programs and Services
Vocational Programs Section
Tallahassee, Florida 32399
904) 487-3279

FOREWORD

Section 228.041 Florida defines vocational education as meaning that instruction not necessarily leading to a baccalaureate degree, either graded or upgraded, listed below:

1. Job/preparatory programs designed to provide students with the minimum competencies necessary for effective entry into an occupation;
2. Exploratory courses designed to give students initial exposure to the skills and aptitudes associated with a broad range of occupations in order to assist them in making informed decisions regarding their future academic and occupational goals;
3. Supplemental programs designed to enable persons who are or have been employed in an occupation to upgrade their competencies in order to reenter or maintain employment or advance within their current occupation;
4. Practical arts courses designed to teach students practical generic skills which, though applicable to some occupations, are not designed to prepare students for entry into a specific occupation; or
5. Instruction which integrates the basic academic skills and vocational skills.

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses and job preparatory programs offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Vocational education program courses standards are established pursuant to Section 239.205, Section 233.011, and Section 232.2454, Florida Statutes, for school districts and community colleges. State Board of Education Rule 6A-6.0571, Criteria for qualification of Special Vocational-Technical Education Program Courses, provides the basis for the development and dissemination of this document.

Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome.

The standards do not prescribe how instruction should be delivered since decisions relative to the delivery of instruction must be made by school districts and community colleges within the context of local conditions. The Division of Applied Technology and Adult Education, Florida Department of Education, supports the belief that competency-based vocational education is the most effective means of providing programs and courses that conform to these established standards.

Program and course standards are based upon competencies required for entry, advancement, and upgrading in occupations in the vocational program areas of Agriculture, Business, Diversified, Health Occupations, Home Economics, Technology, Industrial, Marketing, and Public Service Education. Standards for courses designed for handicapped, disadvantaged, and other special needs persons are also provided. The standards are reviewed annually and revised as needed based upon changes in occupations utilizing input from professional associations, state technical committees, and other representatives of the private sector.

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INTRODUCTION

FAMILY AND CONSUMER SCIENCES EDUCATION

Family and Consumer Sciences education includes, programs, services and activities designed to prepare youth and adults for occupations in Family and Consumer Sciences and the occupation of homemaking. These programs provide subject matter and practical learning experiences in the areas of food and nutrition; consumer education; family living, child development and parenting; housing; home management, including resource management; and clothing and textiles. Training for employment opportunities in all areas are found at all levels from entry level through technical, managerial and professional, as well as employment as a full-time homemaker.

The overall purpose is to provide programs for all individuals who are employed in the occupation of homemaking, for individuals who need job skills for initial employment and for individuals who need to upgrade or be retrained in job skills in Family and Consumer Sciences Education.

The major objectives of Family and Consumer Sciences Education are to:

1. Develop competencies needed for individuals to be employed in the occupation of Homemaking.
2. Develop competencies needed by individuals to be employed in Family and Consumer Sciences occupations.
3. Explore and develop an understanding and appreciation of the occupations in Family and Consumer Sciences.
4. Develop job skills to become successfully placed in Family and Consumer Sciences occupations.
5. Develop new and more advanced job skills to meet the need of new and emerging technologies.
6. Develop leadership and human relations skills essential to success in fulfilling occupational, social and civic responsibilities.
7. Reinforce basic skill in English, mathematics and science appropriate for the job preparatory and homemaking programs through vocational classroom instruction and applied laboratory procedures or practices.
8. Provide Family and Consumer Sciences programs in economically depressed areas for the purpose of improving home environments.
9. Provide Family and Consumer Sciences programs encouraging those traditionally under served populations.
10. Encourage the elimination of sex bias and stereotyping.
11. Address priorities and emerging concerns at local, state and national levels.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Life Choices
Program Type: Orientation/Exploration
Occupational Area: Family And Consumer Sciences
Components: N/A

Secondary

Program Numbers	**8500130**
CIP Number	0420.9930EX
Grade Level	6-8 30,31
Length	.5 credit
Certification	VOC HME @4 HOME EC 1 @2 GEN HME EC @4
Facility Code	231
VSO	FHA/HERO
Coop Method	No
Apprenticeship	No
Basic Skills	
Math	
Language	
Reading	

I. **PURPOSE**: The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals. Emphasis will include using current technology resources to investigate the broad range of occupations and careers in family and consumer sciences. The concept includes, but is not limited to, personal decision making as it applies to careers, occupations and entrepreneurial opportunities.

II. **PROGRAM STRUCTURE**:

III. **SPECIAL NOTE**: Future Homemakers of America, is the appropriate vocational student organization for providing leadership training and reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools, materials and technology appropriate to the course content and in accordance with current practices. Activities provide instruction in the use of current equipment and technology, such as personal computers, software, and multi-media platforms.

SCANS Competencies: Instructional strategies for this course must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and higher-order thinking skills.

Equipment List: A generic equipment list is available for this course and is printed in a supplement to this document.

IV. **INTENDED OUTCOMES**: After successfully completing this course the student will be able to perform the following:

01.0 Analyze and evaluate work and family life.
02.0 Identify resources and technology for career planning.
03.0 Demonstrate leadership and organizational skills.
04.0 Identify career and entrepreneurial opportunities and acquire skills in clothing and textiles sciences.
05.0 Identify career and entrepreneurial opportunities and acquire skills in housing and interior design.
06.0 Identify career and entrepreneurial opportunities and acquire skills in food and nutrition
07.0 Identify career and entrepreneurial opportunities and acquire skills in family and child development.
08.0 Identify career and entrepreneurial opportunities and acquire skills in consumerism.
09.0 Identify career and entrepreneurial opportunities and acquire skills in environmental industry.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Life Choices
Secondary Number: 8500130
Postsecondary Number:

01.0 ANALYZE AND EVALUATE WORK AND FAMILY LIFE--The student will be able to:

01.01 Identify reasons people work.
01.02 Identify the changing roles and responsibilities of family members.
01.03 Describe the relationship between jobs, careers, family life and leisure activities.
01.04 Recognize the role of technology in the home and workplace.

02.0 Identify resources and technology for career planning--The student will be able to:

02.01 Assess personal abilities, interest and work preferences, using technological and traditional resources.
02.02 Identify employability skills related to acquiring and maintaining employment.
02.03 Develop a career plan to include job preferences, training requirements, and tasks/responsibilities.
02.04 Maintain a portfolio.

03.0 Demonstrate leadership and organizational skills--The student will be able to:

03.01 Identify professional and youth organizations.
03.02 Identify purposes and functions of professional and youth organizations.
03.03 Identify roles and responsibilities of members.
03.04 Work cooperatively as a group member to achieve organizational goals.
03.05 Demonstrate confidence in leadership in roles and organizational responsibilities.
03.06 Demonstrate commitment to achieve organizational goals.

04.0 Identify career, entrepreneurial opportunities, and acquire skills in clothing and textile sciences--The student will be able to:

04.01 Identify and illustrate career ladders and job training from entry through advanced or professional levels.
04.02 Identify job sources for clothing and textiles careers.
04.03 Complete hands-on activities, stressing entrepreneurial opportunities, related to clothing and textile careers.

05.0 Identify career and entrepreneurial opportunities and acquire skills in housing and interior design--The student will be able to:

05.01 Identify and illustrate career ladders and job training from entry through advanced or professional levels.
05.02 Identify job sources for interior design and housing.
05.03 Complete hands-on activities, stressing entrepreneurial opportunities, related to interior design and housing.

06.0 Identify career and entrepreneurial opportunities and acquire skills in food and nutrition--The student will be able to:

06.01 Identify and illustrate career ladders and job training from entry through advanced or professional levels.
06.02 Identify job sources for food science, nutrition, and related fields.
06.03 Complete hands-on activities, stressing entrepreneurial opportunities, related to food science, nutrition, and related fields.

07.0 Identify career and entrepreneurial opportunities and acquire skills in family and child development--The student will be able to:

07.01 Identify and illustrate career ladders and job training from entry through advanced or professional levels.
07.02 Identify job sources for family and child development.
07.03 Complete hands-on activities, stressing entrepreneurial opportunities, related to family and child development.

08.0 Identify career and entrepreneurial opportunities and acquire skills in consumerism--The student will be able to:

08.01 Identify and illustrate career ladders and job training from entry through advanced or professional levels.
08.02 Identify job sources for consumerism.
08.03 Complete hands-on activities, stressing entrepreneurial opportunities, related to consumerism.

09.0 Identify career and entrepreneurial opportunities and acquire skills in environmental industry--The student will be able to:

09.01 Identify and illustrate career ladders and job training from entry through advanced or professional levels.
09.02 Identify job sources for environmental industries.
09.03 Complete hands-on activities, stressing entrepreneurial opportunities, related to environmental industries.

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Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	PERSONAL DEVELOPMENT
Occupational Area:	FAMILY AND CONSUMER SCIENCES
Program Numbers	8500230
CIP Number	0920.9921EX
Grade Level	6-9 30,31
Length	.5 credit
Certification	HOME EC 1 @2 VOC HME @4 GEN HME EC @4

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this course is to assist students with the development of self-esteem, a personal value system and self-discipline by developing positive coping skills to deal with physical, emotional, intellectual and social changes in self and others.

II. **LABORATORY ACTIVITIES**: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the instructional materials appropriate to the course content and in accordance with current practices.

III. **SPECIAL NOTE**: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organization are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately. They should work with each other cooperatively and productively to acquire and use information. This will help them to acquire and use information. This will help them understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students personal qualities and higher-order thinking skills.

V. **INTENDED OUTCOMES**: After successfully completing this course, the student will be able to:

01.0 Practice socially acceptable behavior.
02.0 Explain self-esteem and relate it to self-image and behavior.
03.0 Assess the importance of nutrition and wellness.
04.0 Plan for self improvement.
05.0 Identify and apply skills needed for positive interpersonal relationships.
06.0 Recognize ways of managing peer and societal pressure and conflict.
07.0 Analyze the cause and effect of substance abuse.

08.0 Identify positive coping skills for adjusting to change.
09.0 Demonstrate leadership and organizational skills.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Personal Development
Secondary Number: 8500230
Postsecondary Number:

01.0 PRACTICE SOCIALLY ACCEPTABLE BEHAVIOR -- The student will be able to:

01.01 Review the developmental tasks of adolescence.
01.02 Demonstrate appropriate manners and etiquette for a variety of situations.
01.03 Describe socially embarrassing situations and possible ways of coping with them.

02.0 EXPLAIN SELF-ESTEEM AND RELATE IT TO SELF-IMAGE AND BEHAVIOR--The student will be able to:

02.01 Define self-esteem.
02.02 Identify basic human needs.
02.03 State how a positive self-concept builds good relationships with friends, peers, parents, and family members.
02.04 Identify characteristics of individuals with high/low self esteem.
02.05 Relate areas of past success to self-esteem.
02.06 Inventory personal traits, attitudes, abilities, talents and values that can be used as resources in personal development.

03.0 ASSESS THE IMPORTANCE OF NUTRITION AND WELLNESS--The student will be able to:

03.01 Describe wellness.
03.02 Identify how nutrition effects wellness.
03.03 Develop a self-improvement project incorporating the components of wellness.

04.0 PLAN FOR SELF-IMPROVEMENT--The student will be able to:

04.01 Identify factors that affect self-concept and achievement.
04.02 Identify the steps of the decision-making process.
04.03 Develop a self improvement plan using the decision-making process to set goals and priorities.
04.04 Apply the decision-making process to personal, social and family activities.

05.0 IDENTIFY AND APPLY SKILLS NEEDED FOR POSITIVE INTERPERSONAL RELATIONSHIPS--The student will be able to:

05.01 Describe ways to establish social contacts.
05.02 Identify topics of conversations acceptable for establishing relationship with acquaintances.
05.03 Identify social skills that contribute to good relationships with others, including diverse multicultural groups.

05.04 Practice positive communication skills.

06.0 RECOGNIZE WAYS OF MANAGING PEER AND SOCIETAL PRESSURE--The student will be able to:

06.01 Analyze personality strengths and weaknesses.
06.02 Identify areas of possible conflict with friends, peers and family members.
06.03 Compare ways of dealing with and preventing conflict with friends, peers and family members.

07.0 ANALYZE THE CAUSE AND EFFECT OF SUBSTANCE ABUSE--The student will be able to:

07.01 Analyze reasons for substance use and abuse.
07.02 Evaluate the effects substance use and abuse can have on personal and family life.
07.03 Evaluate the legal ramifications of substance use and abuse.

08.0 IDENTIFY POSITIVE COPING SKILLS FOR ADJUSTING TO CHANGE--The student will be able to:

08.01 Identify areas where change and adjustment may be necessary.
08.02 Describe the decision-making process as a way of coping with personal and family stress and crises.

09.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

09.01 Identify professional and youth organizations.
09.02 Identify purposes and functions of professional and youth organizations.
09.03 Identify roles and responsibilities of members of professional and youth organizations.
09.04 Work cooperatively as a group member to achieve organizational goals.
09.05 Demonstrate confidence in leadership roles and organizational responsibilities.
09.06 Demonstrate commitment to achieve organizational goals.

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Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Teen Challenges
Program Type:	Orientation/Exploration
Occupational Area:	Family And Consumer Sciences
Components:	
	Secondary
Program Numbers	**8500240**
CIP Number	0420.9940EX
Grade Level	6-8, 30, 31
Length	.5 credit
Certification	VOC HME EC @4 HOME EC 1 @2 GEN HOME EC @4
Facility Code	231
VSO	FHA/HERO
Coop Method	No
Apprenticeship	No
Basic Skills	
Math	
Language	
Reading	

I. **PURPOSE:** The purpose of this course is to assist students in enhancing the quality of their lives through home, family and consumer sciences, using current technology and resources.

The content includes, but is not limited to, the creative process as it relates to the fields of family and consumer sciences. Areas explored are strengthening families through work, play, and communication; planning for food, clothing; entertaining; enriching experiences with children and resource management.

II. **PROGRAM STRUCTURE:**

III. **SPECIAL NOTE:** Future Homemakers of America, is the appropriate vocational student organization for providing leadership training and reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards which the student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs.

Instructional and learning activates are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current preparation and clothing construction, equipment and tools, personal computers and software, and multi-media platforms.

SCANS Competencies: Instructional strategies for this course must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and higher-order thinking skills.

Equipment List: A generic equipment list is available for this course and is printed in a supplement to this document.

IV. **INTENDED OUTCOMES:** After successfully completing this course the student will be able to perform the following:

01. Develop strong, positive interpersonal skills.
02. Practice positive communication skills with peers and family.
03. Demonstrate leadership, study and organizational skills.
04. Identify the importance of diverse families to society.
05. Demonstrate the skills involved in effective resource management.
06. Identify positive ways of caring for children.
07. Plan and prepare nutritious foods and snacks.
08. Develop a plan for clothing choices and care.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Teen Challenges
Secondary Number: 8500240
Postsecondary Number:

01.0 Develop strong, positive interpersonal skills--The student will be able to:

01.01 Identify positive social skills.
01.02 State how positive relationships with friends, peers and family members can lead to successful interpersonal skills.
01.03 Evaluate ways of dealing with and preventing conflict with friends, peers and family members.
01.04 Identify personal talents and abilities that can contribute to self-esteem.

02.0 Practice positive communication skills with peers and family--The student will be able to:

02.01 Describe why communication is the basis for all relationships.
02.02 Describe what individuals reveal about themselves through mood, self-concept and emotions.
02.03 Distinguish between nonassertion, assertion, and aggression in communication.
02.04 Demonstrate effective communication skills including constructive argument techniques.

03.0 Demonstrate leadership, study and organizational skills--The student will be able to:

03.01 Identify professional and youth organizations.
03.02 Identify purposes and functions of professional and youth organizations.
03.03 Identify roles and responsibilities of members of professional and youth organizations.
03.04 Work cooperatively as a group member to achieve organizational goals.
03.05 Demonstrate confidence in leadership roles and organizational responsibilities.
03.06 Demonstrate a commitment to achieve organizational goals.
03.07 Identify skills which will enhance techniques used for methods of studying.

04.0 Identify the importance of diverse families to society--The student will be able to:

04.01 Describe various types of family structures.
04.02 Identify and describe family cultures and traditions.
04.03 Describe stereotypes and prejudices and their effect on family members.

04.04 Plan a family activity that will strengthen family ties.
04.05 Plan an activity representing multi-cultural diversity.

05.0 Demonstrate the skills involved in effective resource management--The student will be able to:

05.01 Identify the steps of the decision-making process.
05.02 Identify resources (time, money, energy).
05.03 Distinguish between a need and a want.
05.04 Relate and evaluate advertising to consumer decisions.
05.05 Create an advertisement for a product or service, using multimedia equipment.
05.06 Assess the relationship between resources and attainment of desired lifestyle.

06.0 Identify positive ways of caring for children--The student will be able to:

06.01 Describe the ages and stages of childhood.
06.02 Identify ways play is of value to children.
06.03 Develop a list of responsibilities for a caregiver.
06.04 Create an age-appropriate game or toy for a child.

07.0 Plan and prepare nutritious foods and snacks--The student will be able to:

07.01 Classify foods using the food pyramid.
07.02 Identify food preparation, storage and serving tools and equipment.
07.03 Identify foods lab rules, including safety and sanitation.
07.04 Plan and prepare foods using large and small appliances.
07.06 Identify appropriate mealtime communication and etiquette.
07.07 Plan and prepare a sit-down meal for your family.

08.0 Develop a plan for clothing choices and care--The student will be able to:

08.01 Identify factors that contribute to a neat, attractive appearance.
08.02 Describe color, line, texture and wearability considerations in planning a wardrobe.
08.03 Plan a wardrobe suitable for school, work, recreational and social activities.
08.04 Complete a sewing project that emphasizes basic sewing skills.

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Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Blueprint For Professional Success
Program Type:	Practical Arts
Occupational Area:	Family And Consumer Sciences
Components:	N/A
	Secondary
Program Numbers	**8500375**
CIP Number	09200119PA
Grade Level	9-12, 30, 31
Length	1 CREDIT
Certification	VOC HME @4
	HOME EC 1 @2
	GEN HME EC @4
	VOC AGRI @4
	AGRI @2@4
	AGRICULTURE 1 @2
	BUS ED 1 @2@4
	INDUS ARTS @4@6
	I ART-TEC 1@2
	MKTG 1@2
Facility Code	231
VSO	FHA/HERO
Coop Method	No
Apprenticeship	No
Basic Skills	
Math	
Language	
Reading	

I. **PURPOSE**: The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals. Emphasis will include using current technology resources to investigate the broad range of occupations and careers in family and consumer sciences. The concept includes, but is not limited to, personal decision making as it applies to careers, occupations and entrepreneurial opportunities.

II. **PROGRAM STRUCTURE**: The purpose of this course is designed to prepare students for the workplace in the twenty-first century. The course includes developing human resources, work ethics, decision making, balancing work and family, as well as other skills. These skills are often referred to as "soft skills". Exploration of a variety of careers is highly recommended through a job shadowing experience. Development of a portfolio will provide a personal file and organizational tool for the student to transfer knowledge to a real life experience.

III. **SPECIAL NOTE**: Future Homemakers of America/ Home Economics Related Occupations,is the appropriate vocational student organization for providing leadership training and reinforcing specific vocational

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skills. Vocational Student Organizations, when provided, shall be integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

Business/health/human and public services/community/ technology partnerships are essential to provide current workplace practices. Planned and supervised job shadowing experiences must be provided through one or more of the following: (1) directed workplace experiences (2) student projects (3) simulations (4) outside of class explorations.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools, materials and technology appropriate to the course content and in accordance with current practices. Activities provide instruction in the use of current equipment and technology, such as personal computers, software, and multi-media platforms.

SCANS Competencies: Instructional strategies for this course must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and higher-order thinking skills.

Equipment List: A generic equipment list is available for this course and is printed in a supplement to this document.

IV. **INTENDED OUTCOMES:** After successfully completing this course the student will be able to perform the following:

01.0 Demonstrate leadership and organizational skills.
02.0 Develop interpersonal skills for individual and job/career success.
03.0 Demonstrate skills for becoming a team player.
04.0 Identify desirable work ethics.
05.0 Demonstrate employability skills.
06.0 Create a personal portfolio of employment forms and letters.
07.0 Identify and integrate decision making processes applicable to the workplace and work situations.
08.0 Develop effective communication skills for the workplace.
09.0 Plan appropriate wardrobes for different job experiences.
10.0 Develop and maintain positive relationships in the diverse workplace.
11.0 Recognize and demonstrate appropriate workplace behavior.

The course breaks for the semester at this point.

12.0 Demonstrate the ability to use modern technological equipment in the workplace.
13.0 Demonstrate resource management techniques.

14.0 Analyze the balancing of work, family, and community.

15.0 Evaluate the role of self-management in the health and wellbeing of the individual and the family.

16.0 Evaluate the employee's role in preventing accidents or injury on the job.

17.0 Explore the integration of academic and career skills in the transition from school to work.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title:	Blueprint For Professional Success
Secondary Number:	8500375
Postsecondary Number:	

01.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

01.01 Define and practice brainstorming.
01.02 Identify and utilize the planning process.
01.03 Identify characteristics of a leader and team members.
01.04 Work cooperatively as a group member.
01.05 Practice developing confidence in leadership roles.
01.06 Identify professional and youth organizations.
01.07 Identify purposes and functions of organizations.
01.08 Develop a personal growth project.

02.0 DEVELOP INTERPERSONAL SKILLS FOR INDIVIDUAL AND JOB/CAREER SUCCESS--The student will be able to:

02.01 Define self esteem and human resources.
02.02 Evaluate positive human resources needed for employment.
02.03 Identify factors that influence personality formation.
02.04 Determine the relevance of integrating academic learning, social skills, and lifestyle choices to home and career.

03.0 DEMONSTRATE SKILLS FOR BECOMING A TEAM PLAYER--The student will be able to:

03.01 Define teamwork.
03.02 Weigh the benefits of working cooperatively.
03.03 Recognize potential conflicts of different personality types working as a team.
03.04 Demonstrate conflict resolution techniques for effective teamwork.

04.0 IDENTIFY DESIRABLE WORK ETHICS--The student will be able to:

04.01 Describe positive and negative work ethics.
04.02 Analyze the relationship between employee behaviors and potential consequences.

05.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

05.01 Recognize factors that may influence your career choice.
05.02 Identify sources of career information.
05.03 Demonstrate the steps of a job search.
05.04 Evaluate career opportunities.

06.0 CREATE A PERSONAL PORTFOLIO OF EMPLOYMENT FORMS AND LETTERS--The student will be able to:

06.01 Identify the components of the portfolio.
06.02 Discuss the value of the portfolio component as tools in the job search.
06.03 Prepare a portfolio containing at least the following: copy of social security card, career and educational goals, autobiography, picture identification, resume, letters of recommendation, completed job application, list of school/community activities, work and volunteer history, sample memos and letters for job related writings.
06.04 Organize and maintain the portfolio components in an orderly manner.

07.0 IDENTIFY AND INTEGRATE DECISION-MAKING PROCESSES APPLICABLE TO THE WORKPLACE AND WORK SITUATIONS--The student will be able to:

07.01 Define the decision-making process.
07.02 Apply the decision-making process to narrow career choices.
07.03 Connect the decision-making process with solving problems in the workplace and at home.
07.04 Consider the consequences of current decisions on the future.

08.0 DEVELOP EFFECTIVE COMMUNICATION SKILLS FOR THE WORKPLACE--The student will be able to:

08.01 Identify the effectiveness of assertive, aggressive, and passive communication.
08.02 Dramatize the impact of non-verbal behavior on communication.
08.03 Develop ways to provide effective feedback and deal with criticism.
08.04 Apply basic forms of written communication used in the workplace.
08.05 Demonstrate effective interview and presentation techniques.

09.0 PLAN APPROPRIATE WARDROBES FOR DIFFERENT JOB EXPERIENCES--The student will be able to:

09.01 Develop good grooming skills.
09.02 Research grooming rules in various work environments.
09.03 Distinguish factors needed to create an economical, coordinated, easy-care wardrobe.
09.04 Select appropriate clothing for a variety of careers.

10.0 DEVELOP AND MAINTAIN POSITIVE RELATIONSHIPS IN THE DIVERSE WORKPLACE--The student will be able to:

10.01 Define and describe sexual harassment in the workplace.
10.02 Identify appropriate conversation for work related settings.
10.03 List the advantages of a culturally diverse workplace.
10.04 Discuss the impact of the Americans with Disabilities Act and the job market.
10.05 Assess the job equity law - Equal Employment Opportunity Act.

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11.0 RECOGNIZE AND DEMONSTRATE APPROPRIATE WORKPLACE BEHAVIORS--The student will be able to:

11.01 Identify academic skills needed in a student's career.
11.02 Describe the different types of businesses including corporations, partnerships, and cottage industries.
11.03 Define entrepreneurship.
11.04 Compare the advantages and risks of entrepreneurship.

12.0 DEMONSTRATE THE ABILITY TO USE MODERN TECHNOLOGICAL EQUIPMENT IN THE WORKPLACE--The student will be able to:

12.01 Demonstrate computer literacy by producing a computer generated document.
12.02 Use electronic communication devices.
12.03 Describe strategies for successful job performance.

13.0 DEMONSTRATE RESOURCE MANAGEMENT TECHNIQUES--The student will be able to:

13.01 Identify the benefits of managing time.

13.02 Analyze the importance of time and how it applies to a job by preparing and keeping a daily planner.
13.03 Describe ways a computer can be used as a time management tool.
13.04 Discuss why planning and controlling money is necessary to be successful at home and on the job.
13.05 Identify and prioritize benefits for a company that will include insurance, an employee assistance program, vacation, child care, flex hours, and job sharing.

14.0 ANALYZE THE BALANCING OF WORK, FAMILY, AND COMMUNITY--The student will be able to:

14.01 Discuss the importance of setting priorities at home and work.
14.02 Examine and develop an understanding of equitable job division on the home.
14.03 Discuss differences in financial needs of a one income versus a two income family.
14.04 Examine financial need changes throughout the family life cycle.
14.05 Discuss advantages and disadvantages of taking a vacation.
14.06 Evaluate the different types of child care available and how adults can be fulfilled as a worker and as a parent.
14.07 Analyze ways of being involved in a child's educational process.
14.08 List community resources for the family.
14.09 Identify activities in which the individual can be involved within the community, i.e. volunteer, politics or support system.

15.0 EVALUATE THE ROLE OF SELF-MANAGEMENT IN THE HEALTH AND WELLBEING OF THE INDIVIDUAL AND THE FAMILY--The student will be able to:

15.01 Define and describe symptoms of stress.
15.02 Define coping behavior and discuss coping behavior(s).
15.03 Recognize and evaluate how workplace transitions affect an individual and the family.
15.04 Discuss implications of job loss on the individual and the family.
15.05 Define and assess power struggle(s) in the workplace.
15.06 Analyze the importance of accepting criticism.
15.07 Define and list the different types of substance abuse.
15.08 Discuss how pervasive the problems of substance abuse are today.
15.09 List free help that is available through federal, state, and community resources.
15.10 Discuss techniques that can be used to develop a family's health and fitness.

16.0 EVALUATE THE EMPLOYEE'S ROLE IN PREVENTING ACCIDENTS OR INJURY ON THE JOB--The student will be able to:

16.01 Identify the difference between personal liability and corporate liability.
16.02 Explain the roles of the Occupational Safety and Health Administration (OSHA) and the Environmental Protection Agency (EPA) in ensuring safe working conditions.
16.03 Recognize the financial and human costs of accidents caused by human error or an unsafe work environment.
16.04 Identify protective articles required to ensure worker safety.

17.0 EXPLORE THE INTEGRATION OF ACADEMIC AND CAREER SKILLS IN THE TRANSITION FROM SCHOOL TO WORK--The student will be able to:

17.01 Identify academic skills needed in a student's career.
17.02 Describe the different types of businesses including corporations, partnerships, and cottage industries.
17.03 Define entrepreneurship.
17.04 Compare the advantages and risks of entrepreneurships.
17.05 Define job shadowing and the benefits of that experience.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Child Development
Occupational Area: Family and Consumer Sciences

Secondary

Program Numbers	**8500310**
CIP Number	0920.0102PA
Grade Level	9-12, 30, 31
Length	.5 credit
Certification	VOC HME EC @4
	GEN HME EC @4
	E CHILD ED @0
	PRESCH ED A
	HOME EC 1 @2
	PRIMARY ED B
	PK PRIMARY H

I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to prepare students to understand the nature of child development from conception to school age. This course emphasizes the contribution of the family to positive development and nurturing at each stage of development.

II. **LABORATORY ACTIVITIES:** Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices. Activities may provide the application of current technology in the development of age appropriate materials, observation, and simulated projects.

III. **SPECIAL NOTE:** Future Homemakers of America/Home Economics Related Occupations, is the appropriate vocational student organization for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organization are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students personal qualities and higher-order thinking skills.

IV. **INTENDED OUTCOMES**: After successfully completing this program, the student will be able to:

01.0 Identify principles of human growth and child development.
02.0 Consider family planning strategies.
03.0 Describe prenatal development, care and the birth process.
04.0 Determine developmental stages with appropriate activities and expectations from birth to school age.
05.0 Assess the family and society's role in protecting the rights of children.
06.0 Examine health and safety issues related to child development.
07.0 Relate current trends and the contribution of technology to child development.
08.0 Explore careers related to child development.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Child Development
Secondary Number: 8500310
Postsecondary Number:

01.0 IDENTIFY PRINCIPLES OF HUMAN GROWTH AND CHILD DEVELOPMENT--The student will be able to:

01.01 Distinguish characteristics of human development.
01.02 Analyze areas of development including physical, social, emotional, moral and intellectual development and how they are interrelated.
01.03 Predict the influence of heredity and environment on individual development.
01.04 Summarize major theories of development including basic human needs.
01.05 Explain the human reproductive system.

02.0 CONSIDER FAMILY PLANNING STRATEGIES--The student will be able to:

02.01 Weigh considerations before deciding to become pregnant.
02.02 Determine disadvantages of teen pregnancy and the advantages of abstinence before marriage.
02.03 Evaluate family planning alternative, including advantages, disadvantages, health risks, and failure rates.
02.04 Explain medically assisted pregnancies including microsurgery, artificial insemination, in vitro fertilization, fertility counseling, etc.

03.0 DESCRIBE PRENATAL DEVELOPMENT, CARE AND THE BIRTH PROCESS--The student will be able to:

03.01 Define terminology associated with prenatal development, labor and birth.
03.02 Distinguish the stages of prenatal development.
03.03 Identify the symptoms, discomforts, complications, and physical and emotional changes during pregnancy.
03.04 Consider choices for prenatal medical care, testing and delivery.
03.05 Describe the relationship between the health and care of the expectant mother and the developing child.
03.06 Explain how the mother's nutrition influences the physical development of the unborn child.
03.07 Sequence the stages of labor and birth.
03.08 Specify health needs of the mother and infant during the postnatal period.
03.09 Recognize the significance of parent/child bonding and family adjustments to the newborn.

04.0 DETERMINE DEVELOPMENTAL STAGES WITH APPROPRIATE ACTIVITIES AND EXPECTATIONS FROM BIRTH TO SCHOOL AGE--The student will be able to:

04.01 Explain the concept of developmental tasks.
04.02 Observe and compare patterns of development and age appropriate activities.
04.03 Analyze factors which contribute to the child's physical, social, emotional, moral and intellectual development.
04.04 Determine the importance of play and the application of age appropriate activities.
04.05 Evaluate toys and play equipment for age appropriateness and safety.

05.0 ASSESS THE FAMILY AND SOCIETY'S ROLE IN PROTECTING THE RIGHTS OF CHILDREN--The student will be able to:

05.01 Explain the importance of families and the role of nurturing on the development of the child.
05.02 Identify children's rights that are protected by local, state and federal laws and regulations.
05.03 Differentiate between the types of child abuse and neglect.
05.04 Detect the common physical and behavioral indicators of child abuse and neglect and how it is reported.
05.05 Locate community support for children and families.

06.0 EXAMINE HEALTH AND SAFETY ISSUES RELATED TO CHILD DEVELOPMENT--The student will be able to:

06.01 Determine the nutritional needs of mother and child.
06.02 Explain the role immunizations and health check-ups play in the wellness of the child.
06.03 Identify childhood illnesses and appropriate treatment.
06.04 Assess safety hazards for children of different ages.
06.05 Recognize emergency situations and plan appropriate responses.

07.0 RELATE CURRENT TRENDS AND THE CONTRIBUTION OF TECHNOLOGY TO CHILD DEVELOPMENT--The student will be able to:

07.01 Determine current trends in child care.
07.02 Explore diverse roles and responsibilities of the father and mother.
07.03 Identify technology as it relates to the home, health care, child care, and learning environment.

08.0 EXPLORE CAREERS RELATED TO CHILD DEVELOPMENT--The student will be able to:

08.01 Evaluate your personal interests and aptitudes in the area of child development.
08.02 Describe careers related to children.
08.03 Identify education and experience requirements for a career choice.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Family Dynamics
Program Type:	Practical Arts
Occupational Area:	Family And Consumer Sciences
Components:	N/A
	Secondary
Program Numbers	**8500345**
CIP Number	0920.0116PA
Grade Level	9-12, 30, 31
Length	.5 credit
Certification	VOC HME EC @4 HOME EC 1 @2 GEN HME EC @4
Facility Code	231
VSO	FHA/HERO
Coop Method	No
Apprenticeship	No

I. **PURPOSE**: The purpose of this course is to prepare students for the roles, responsibilities and relationships essential to functional families. To understand the nature, function, and significance of human relationships within the family/individual units.

The content includes, but is not limited to recognizing the role and importance of the family; formulation of skills in preparation for successful adult and family life; the family life cycle; development of skills to build and maintain healthy family relationships; address current issues that create stress and conflict within the family unit; recognizing the importance of balancing work and family; evaluation of the technological and social forces impact on the family - past, present and future.

II. **PROGRAM STRUCTURE**: A 1/2 credit, practical arts course.

III. **SPECIAL NOTE**: Future Homemakers of America/Home Economics Related Occupations, is the appropriate vocational student organization for providing leadership training and reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools, materials and technology appropriate to the course content and in accordance with current practices.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards which the student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs.

SCANS Competencies: Instructional strategies for this course must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and higher-order thinking skills.

Equipment List: A generic equipment list is available for this course and is printed in a supplement to this document.

IV. **INTENDED OUTCOMES:** After successfully completing this course the student will be able to perform the following:

01.0 Identify concerns adolescents face regarding their changing bodies as a part of human development, behavior and relationships.
02.0 Prepare for adult and family life.
03.0 Specify the role and significance of the family.
04.0 Examine the major phases in the family life cycle.
05.0 Build healthy family relationships.
06.0 Develop strategies for managing stress, conflict and crisis.
07.0 Assess the importance of balancing work and family.
08.0 Evaluate forces that impact the family.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Family Dynamics
Secondary Number: 8500345
Postsecondary Number:

01.0 IDENTIFY CONCERNS ADOLESCENTS FACE REGARDING THE CHANGING BODIES AS A PART OF HUMAN DEVELOPMENT, BEHAVIOR AND RELATIONSHIP--The student will be able to:

01.01 Explain why human sexuality is an integral part of development, behavior and relationship.
01.02 Define terminology associated with human sexuality.
01.03 Explain the male and female reproductive systems.

02.0 PREPARE FOR ADULT AND FAMILY LIFE--The student will be able to:

02.01 Identify purposes and responsibilities of dating.
02.02 Specify marriage laws and customs.
02.03 Develop interpersonal skills.
02.04 Recognize and prepare for change.
02.05 Demonstrate knowledge of personal and professional etiquette.
02.06 Develop awareness of personal identity.
02.07 Evaluate the effects of values and goals on family life.
02.08 Demonstrate respect for self and others.

03.0 SPECIFY THE ROLE AND SIGNIFICANCE OF THE FAMILY--The student will be able to:

03.01 Generate a definition of family.
03.02 Research multi-cultural influences on family life.
03.03 Differentiate the strengths and weakness of diverse family structures.
03.04 Evaluate the status of the family unit in today's society.
03.05 Distinguish the historical changes that have occurred within the family.
03.06 Analyze the functions of family - past, present and future.

04.0 EXAMINE THE MAJOR PHASES IN THE FAMILY LIFE CYCLE--The student will be able to:

04.01 Recognize established family identities and boundaries.
04.02 Examine established stable patterns that support the family.
04.03 Identify and describe family legacies and rituals.

05.0 BUILD HEALTHY FAMILY RELATIONSHIPS--The student will be able to:

05.01 Demonstrate effective communication skills.
05.02 Explain the importance of and cite examples of team work.
05.03 Plan family activities that encourage stability and interaction.

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05.04 Apply the decision making process to problem solving.
05.05 Recognize the components of positive conflict resolution.

06.0 DEVELOP STRATEGIES FOR MANAGING STRESS, CONFLICT AND CRISIS--The student will be able to:

06.01 Analyze the positive and negative effects of divorce and remarriage on family members.
06.02 Analyze and develop techniques for coping with aging, illness, death and dying.
06.03 Plan ways of managing stress, time and finances.
06.04 Recognize and develop coping and prevention techniques for peer pressure, suicide, date rape, child abuse and neglect, family violence, and spouse abuse.
06.05 Identify addictive and destructive behaviors and organize a plan for prevention and rehabilitation.
06.06 Consider and prepare for the possibility of unemployment, natural disasters and war.

07.0 ASSESS THE IMPORTANCE OF BALANCING WORK AND FAMILY--The student will be able to:

07.01 Analyze the roles and responsibilities of family members as they relate to the dual role family.
07.02 Describe latchkey children and identify issues and concerns.
07.03 Identify factors that endanger personal and family safety, and formulate preventive actions.
07.04 Describe the needs and care requirements of elderly family members.
07.05 Describe the needs and care requirements of children of working parents.
07.06 Analyze on site/corporate childcare and its benefits.
07.07 Research the availability and benefits of shared jobs/flex time.

08.0 EVALUATE FORCES THAT IMPACT THE FAMILY--The student will be able to:

08.01 Compare, select and use current technology for the home.
08.02 Assess the positive and negative effects of the media as it relates to family life.
08.03 Describe the interrelationship between school and family.
08.04 Research current laws regarding the family and their effects on members rights, privileges and responsibilities.
08.05 Evaluate the cause and effect relationship of the economy on economic independence of families.
08.06 Assess the impact of family mobility in today's society.

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Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Family, Home & Consumer Technology
Program Type:	Practical Arts
Occupational Area:	Family And Consumer Sciences
Components:	N/A
	Secondary
Program Numbers	**8500365**
CIP Number	09200118PA
Grade Level	9-12 30,31
Length	1 Credit
Certification	VOC HME EC @4 GEN HME EC @4 HOME EC 1 @2
Facility Code	231
VSO	FHA/HERO
Coop Method	No
Apprenticeship	No
Basic Skills	
Math	
Language	
Reading	

I. **PURPOSE**: The Family, Home, and Consumer Technology course is designed to prepare students for the twenty-first century. Major emphasis should be placed on the latest technology as it relates to the home and family.

This course is designed for one year with a possible exit at the semester and may be taught in a non-sequential order.

Part I includes future trends in food and consumer technology; global food issues; impact of food technology; trends in consumer and personal finance; consumer decisions; cost of technology equipment; careers; and the impact consumer technology on the family unit.

Part II includes future trends; equipment technology; current innovative resources; housing alternatives; constraints; environmental; and ecological issues; and the impact on the family.

II. **PROGRAM STRUCTURE**:

III. **SPECIAL NOTE**: Future Homemakers of America/Home Economics Related Occupations, is the appropriate vocational student organization for providing leadership training and reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools, materials and technology appropriate to the course content and in accordance with current practices. Activities provide instruction in the use of current equipment and technology, such as personal computers, software, and multi-media platforms.

SCANS Competencies: Instructional strategies for this course must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and higher-order thinking skills.

Equipment List: A generic equipment list is available for this course and is printed in a supplement to this document.

IV. **INTENDED OUTCOMES:** After successfully completing this course the student will be able to perform the following:

01.0 Analyze current and future trends in food technology.
02.0 Utilize current technology and resources in food management.
03.0 Assess careers related to the food industry.
04.0 Integrate the use of technology to explore solutions for global food issues utilizing cooperative learning strategies.
05.0 Assess current and future trends in consumer and personal finance.
06.0 Analyze the impact of consumer decisions on the individual/family unity.
07.0 Analyze the purchase and maintenance cost of current innovative household equipment.
08.0 Assess careers related to the consumer industry.
09.0 Analyze the impact of current consumer technology on the individual and family.
10.0 Formulate ideas for future trends in housing.
11.0 Consider current innovative technology and resources in housing.
12.0 Analyze housing alternatives.
13.0 Explore environmental and ecological issues related to housing.
14.0 Utilize technology to evaluate housing and maintenance costs.
15.0 Assess careers related to the housing industry.
16.0 Appraise the impact of housing technology on the family unit.
17.0 Formulate ideas for future trends in clothing technology.
18.0 Consider current innovative technology and resources in clothing.
19.0 Explore environmental, ecological, and global issues related to clothing.
20.0 Analyze textile science.
21.0 Assess careers related to the clothing industry.
22.0 Appraise the impact of clothing technology on individuals and families.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Family, Home And Consumer Technology
Secondary Number: 8500365
Postsecondary Number:

01.0 ANALYZE CURRENT AND FUTURE TRENDS IN FOOD TECHNOLOGY--The student will be able to:

- 01.01 Assess the need for meal planning on the basis of a changing lifestyle.
- 01.02 Explore innovations in food preparation and meal management.
- 01.03 Evaluate innovations in food preservation and storage, such as irradiation and dehydration.
- 01.04 Predict the effects of future trends in food technology on the social and psychological aspects of the family, community and the world.

02.0 UTILIZE CURRENT TECHNOLOGY AND RESOURCES IN FOOD MANAGEMENT--The student will be able to:

- 02.01 Assess current technology, such as computer software, dealing with meal planning and the purchasing of food.
- 02.02 Evaluate current food preparation equipment on the basis of function, convenience and cost.
- 02.03 Explore the safe use of current innovative equipment.

03.0 ASSESS CAREERS RELATED TO THE FOOD INDUSTRY--The student will be able to:

- 03.01 Explore emerging careers in the food industry.
- 03.02 Consider career statistics and information using computer software, such as CHOICES.
- 03.03 Analyze ways technology will create and/or change careers in the food industry.

04.0 INTEGRATE THE USE OF TECHNOLOGY TO EXPLORE SOLUTIONS FOR GLOBAL FOOD ISSUES UTILIZING COOPERATIVE LEARNING STRATEGIES--The student will be able to:

- 04.01 Examine current and future global food issues.
- 04.02 Research technologies that could be used to address global food issues.
- 04.03 Analyze the impact of local concerns on global issues.

05.0 ASSESS CURRENT AND FUTURE TRENDS IN CONSUMER AND PERSONAL FINANCE--The student will be able to:

- 05.01 Explore current innovative technology and resources in the banking industry, such as electronic money transfers.
- 05.02 Explore current innovative technology in record keeping and management resources.

05.03 Evaluate the issues of privacy of financial matters versus public disclosure.

06.0 ANALYZE THE IMPACT OF CONSUMER DECISIONS ON THE INDIVIDUAL/FAMILY UNIT--The student will be able to:

06.01 Simulate responsible consumer decisions utilizing current technology.

07.0 ANALYZE THE PURCHASE AND MAINTENANCE COST OF CURRENT INNOVATIVE HOUSEHOLD EQUIPMENT--The student will be able to:

07.01 Evaluate costs related to home technology.
07.02 Explore maintenance costs of technological equipment for the home.

08.0 ASSESS CAREERS RELATED TO THE CONSUMER INDUSTRY--The student will be able to:

08.01 Explore emerging careers in consumer and technology.
08.02 Analyze ways technology has created change in career options.

09.0 ANALYZE THE IMPACT OF CURRENT CONSUMER TECHNOLOGY ON THE INDIVIDUAL AND FAMILY--The student will be able to:

09.01 Evaluate the effect of technological changes on issues such as lifestyles, cost and leisure time.

OPTIONAL END OF SEMESTER

10.0 FORMULATE IDEAS FOR FUTURE TRENDS IN HOUSING--The student will be able to:

10.01 Analyze examples of automation.
10.02 Appraise computer capabilities.
10.03 Explore innovations for efficient use of resources as related to global issues.

11.0 CONSIDER CURRENT INNOVATIVE TECHNOLOGY AND RESOURCES IN HOUSING--The student will be able to:

11.01 Utilize computer-aided design (CAD) for exterior design.
11.02 Formulate an interior design using current computer software.

12.0 ANALYZE HOUSING ALTERNATIVES--The student will be able to:

12.01 Assess housing options as they relate to individual and family needs.
12.02 Evaluate the advantages and disadvantages of the available housing options.
12.03 Differentiate between various multicultural issues as they relate to housing.

13.0 EXPLORE ENVIRONMENTAL AND ECOLOGICAL ISSUES RELATED TO HOUSING--The student will be able to:

13.01 Assess the need for healthy home environments; supportive of individual and family growth and development.
13.02 Analyze environmental issues related to temperature, noise, air, water quality, products and materials.
13.03 Demonstrate ecological awareness by recycling, reusing and reducing supplies and materials.

14.0 UTILIZE TECHNOLOGY TO EVALUATE HOUSING AND MAINTENANCE COSTS--The student will be able to:

14.01 Explore housing costs related to income.
14.02 Consider cost factors for home maintenance.
14.03 Identify relocating expenses.

15.0 ASSESS CAREERS RELATED TO THE HOUSING INDUSTRY--The student will be able to:

15.01 Explore emerging careers in the housing industry.
15.02 Analyze ways technology has created change in career options.

16.0 APPRAISE THE IMPACT OF HOUSING ON THE FAMILY--The student will be able to:

16.01 Analyze the impact of home technology on family relationships.
16.02 Evaluate the effects of technological changes on family roles and lifestyles.

17.0 FORMULATE IDEAS FOR FUTURE TRENDS IN CLOTHING TECHNOLOGY--The student will be able to:

17.01 Evaluate innovations in colors, textures and fabrics.
17.02 Analyze design, manufacturing and retailing trends.

18.0 CONSIDER CURRENT INNOVATIVE TECHNOLOGY AND RESOURCES IN CLOTHING--The student will be able to:

18.01 Demonstrate computer-aided design (CAD) of fabrics and apparel.
18.02 Appraise computer-aided manufacturing (CAM) in apparel such as laser cutting, fusing, robotics and computer designed layouts.
18.03 Explore the use of computer imaging to create three-dimensional designs.

19.0 EXPLORE ENVIRONMENTAL, ECOLOGICAL AND GLOBAL ISSUES RELATED TO CLOTHING--The student will be able to:

19.01 Assess the history of clothing manufacturing from home sewing to mass production technology.
19.02 Explore environmentally-friendly fibers, fabrics and processes.
19.03 Demonstrate ecological awareness by recycling, reusing and reducing supplies and materials.

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20.0 ANALYZE TEXTILE SCIENCE--The student will be able to:

20.01 Evaluate new innovations with natural and manufactured fibers.
20.02 Explore the care of a variety of fabrics utilizing equipment such as microwave dryers and computerized laundry equipment.

21.0 ASSESS CAREERS RELATED TO THE CLOTHING INDUSTRY--The student will be able to:

21.01 Explore emerging careers in the clothing industry.
21.02 Analyze ways technology has created change in career options.

22.0 APPRAISE THE IMPACT OF CLOTHING TECHNOLOGY ON INDIVIDUALS AND FAMILIES--The student will be able to:

22.01 Analyze alternate methods of retail shopping for clothing needs such as television, catalogs, video tapes and interactive computers.
22.02 Evaluate the effects of technological changes on such issues as life styles, cost, and leisure time.

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Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Food Science Technology
Occupational Area:	Family and Consumer Sciences
	Secondary
Program Numbers	8500395
CIP Number	09200.115PA
Grade Level	9-12, 30, 31
Length	1 credit
Certification	Voc HME EC @4
	Gen HME EC @4
	Home EC 1 @2

I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide a science-based foods and nutrition curriculum. The content should include (but is not limited to):

- food microbiology labs that use microscopes and other equipment; topics include microorganisms and methods of food preservation.
- conduct experiments and observations of physical and chemical changes in foods.
- identify the structures and functions of nutrients; awareness of human physiology, food chemistry labs to include emulsions, mixtures, additives, & other chemical reactions.

II. **LABORATORY ACTIVITIES:** Instruction and learning activities are provided in a laboratory or classroom setting using hands-on experiences related to scientific experiments that have a major emphasis on foods and nutrition. Activities will include, but not limited to, experiments related to food spoilage, mold growth analysis, changes in evaporation, condensation, boiling and freezing experimental modification, toxicology and the role of acids and bases in food production.

III. **SPECIAL NOTE:** Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

This course may be implemented using the team teaching method between the Family and Consumer Sciences teachers and Science teachers.

IV. **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to:

01.0 Use scientific methods to solve problems, employ metric measurements, and demonstrate safe and effective use of laboratory instruments; write detail lab reports that record, interpret and evaluate data.
02.0 Identify basic scientific information on elements, compounds, and mixtures; recognize and apply symbols, formulas, and equations that chemists use and describe changes that occur during chemical reactions.
03.0 Contrast the effects of acids and bases on foods during preparation.
04.0 Explain the science process skills to analyze information gained from sensory evaluations.
05.0 Identify and explain the effects of microorganisms on food.
06.0 Compare and contrast the different methods of food preservation.
07.0 Describe the molecular structure and functions of the six basic nutrients.
08.0 Analyze the change in nutrients during food preparation and processing.
09.0 Describe relationships between diet and a healthy body.
10.0 Investigate topic and develop experiments in selected areas of food sciences; analyze finding and use knowledge previously gained in this course to record, interpret, and evaluate data.
11.0 Recognize how food science interacts with technology and society; explore food science trends and careers.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title:	Food Science Technology
Secondary Number:	8500395
Postsecondary Number:	

01.0 USE SCIENTIFIC METHODS TO SOLVE PROBLEMS, EMPLOY METRIC MEASUREMENTS, AND DEMONSTRATE SAFE AND EFFECTIVE USE OF LABORATORY INSTRUMENTS; WRITE DETAILED LAB REPORTS THAT REPORTS THAT RECORD, INTERPRET AND EVALUATE DATA--The student will be able to:

01.01 Explain the importance of scientific exploration of food.
01.02 Identify and use the basic units of the metric system of measurement.
01.03 Demonstrate effective manipulation of scientific materials and equipment in the Food Science laboratory.
01.04 Practice the expected safety procedures and care while working in the Food Science laboratory.
01.05 Describe and discuss the steps of the scientific methods.
01.06 Design and write accurate and complete reports of the Food Science laboratory experiments including the analysis an evaluation of collected data.

02.0 IDENTIFY BASIC SCIENTIFIC INFORMATION ON ELEMENTS, COMPOUNDS, AND MIXTURES; RECOGNIZE AND APPLY SYMBOLS, FORMULAS, AND EQUATIONS THAT CHEMISTS USE; AND DESCRIBE THE PHYSICAL AND CHEMICAL CHANGES THAT MAY OCCUR IN FOODS--The student will be able to:

02.01 Identify chemical symbols for common elements found in foods.
02.02 Use scientific information to identify, classify, and compare elements, compounds, and mixtures.
02.03 Define and differentiate between chemical and physical changes in food.
02.04 Identify and categorize the forms of energy; recognize the importance of energy in physical and chemical changes.
02.05 Describe and demonstrate methods of energy transfer used in food preparation, such as boiling, freezing, and using microwaves.
02.06 Describe the chemical reactions responsible for some of the changes observed in foods.

03.0 CONTRAST THE EFFECTS OF ACIDS AND BASES ON FOOD DURING PREPARATION--The student will be able to:

03.01 Differentiate between the properties of acids and bases.
03.02 Calculate the concentration of an acid or base form titration data.
03.03 Identify the importance of acids and bases in food preparation and give examples of each.
03.04 Explain the role acids and bases play in the digestive process.

04.0 EXPLAIN THE SCIENCE PROCESS SKILLS TO ANALYZE INFORMATION GAINED FROM SENSORY EVALUATIONS--The student will be able to:

04.01 Outline characteristics and design a successful sensory evaluation process.
04.02 Describe the components of sensory evaluation experimentation.
04.03 Use the Science Process Skills to conduct sensory experimentation and analyze information to determine which foods appeal to people.

05.0 IDENTIFY AND EXPLAIN THE EFFECTS OF MICROORGANISMS ON FOOD--The student will be able to:

05.01 Compare the beneficial and detrimental effects microorganisms on food.
05.02 Identify the characteristic of selected microorganisms and related food borne diseases.
05.03 Describe the environmental conditions necessary for the growth of selected microorganisms.
05.04 Explain and demonstrate the cause and effect relationship between using accepted food handling procedures and preventing food borne diseases.
05.05 Conduct and appraise scientific experimentation of the biological magnification of certain classified microorganisms, such as yeast, mold and bacteria.

06.0 COMPARE AND CONTRAST THE DIFFERENT METHODS OF FOOD PRESERVATION--The student will be able to:

06.01 Describe and give methods of how fermentation is useful in preserving foods.
06.02 Describe and give examples of how chemicals are useful in preserving foods.
06.03 Describe and give examples of temperature-related methods used in preservation of foods.
06.04 Conduct an experiment in fermentation, chemical, or temperature-related methods of food preservation.

7.0 DESCRIBE THE MOLECULAR STRUCTURE AND FUNCTIONS OF THE SIX BASIC NUTRIENTS--The student will be able to:

07.01 List the chemical substance that compose food.
07.02 Compare and contrast the properties and functions of the six basic nutrients.
07.03 Write chemical equations using molecular formulas for the reactions that occur involving the six basic nutrients.
07.04 Describe the role of enzymes as catalyst in chemical reactions.
07.05 Draw the molecular structures for the six basic nutrients.

08.0 ANALYZE THE CHANGE IN NUTRIENTS DURING FOOD PREPARATION AND PROCESSING--The student will be able to:

08.01 Describe the effects of food preparation processing methods on the structure protein.

08.02 Demonstrate the effect of heat, light, and pH on vitamins and mineral stability.
08.03 Conduct experiments to demonstrate the effect of light, air, temperature, water and storage on the quality and stability of fats.
08.04 Explain the effects of temperature, molecular, agitation, preparation methods, and storage on carbohydrates.
08.05 Write chemical equations to illustrate enzymatic reaction in food preparation.
08.06 Describe the methods used to control enzymatic reactions during food preparation and processing.
08.07 Compare and contrast the interrelationships among the six basic nutrients during food preparation.

09.0 DESCRIBE RELATIONSHIPS BETWEEN DIET AND A HEALTHY BODY--The student will be able to:

09.01 Describe the processes used by the body in utilization of the six basic nutrients.
09.02 Define anabolism and catabolism as two opposing processes of metabolism.
09.03 Analyze the relationship between food intake, energy use, and body weight.
09.04 Explain the interrelationship between diet and individual medical conditions.
09.05 Describe the characteristics of a healthy diet.

10.0 INVESTIGATE THE FOOD SCIENCE TOPIC AND DEVELOP A PROJECT THAT INVESTIGATES AN AREA OF THE TOPIC USING THE SCIENTIFIC METHOD--The student will be able to:

10.01 Demonstrate the methodology associated with acquiring data on a Food Science topic.
10.02 Formulate the hypothesis in the area of Food Science which can be tested by experimentation.
10.03 Design a procedure for a food science experiment and conduct the experiment.
10.04 Record the observations, analyze the results, and compare the findings with the original hypothesis.
10.05 Prepare a report and a poster display of the food science experiment.

11.0 RECOGNIZE FOOD SCIENCE INTERACTS WITH TECHNOLOGY AND SOCIETY; EXPLORE FOOD SCIENCE TRENDS AND CAREERS--The student will be able to:

11.01 Describe how various technological advances in food sciences and nutrition could affect the individual.
11.02 Demonstrate successful problem solving skills in making wise consumer choices and analyzing information from public media.
11.03 Describe career opportunities resulting from science, nutrition, and related technology.

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Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Life Management Skills
Occupational Area:	Family and Consumer Sciences
	Secondary
Program Numbers	**8502000**
CIP Number	0920.010600
Grade Level	9-12, 30, 31
Length	.5 credit
Certification	VOC HME EC @4 GEN HME EC @4 HOME EC 1 @2 PRAC NURSE @7 @G REG NURSE G

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this course is to assist students with the development of essential life management skills to enhance the quality of personal and family life. The content includes, but is not limited to, positive emotional, social, physical, and intellectual development of the individual, family and community; consumer education; nutrition; cardiopulmonary resuscitation(CPR); hazards of smoking; substance education; breast and testicular self-examination and cancer detection; human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS) and other sexually transmitted diseases; and benefits of sexual abstinence and consequences of teenage pregnancy.

Targeted goals are written in accordance with Florida school laws 232.246, general requirements for high school graduation/life management skills. The framework reflects the philosophy of family and consumer sciences.

II. **LABORATORY ACTIVITIES**: Instruction and learning activities are provided in a laboratory setting using hands-on-experiences and instructional materials appropriate to the course content in accordance with current practices.

Activities may provide opportunities to utilize equipment such as, CPR manikins, human anatomy models, computers, a television and VCR, a laser-disc player and equipment in the foods laboratory.

III. **SPECIAL NOTE**: Future Homemakers of America/Home Economics Related Occupations, is the appropriate vocational student organization for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

The concept of management is an integral part of the course and should be reflected in the facility, equipment, instructional materials and learning experiences.

The particular outcomes and student performance standards which the students with disabilities must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

IV. **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to:

01.0 Evaluate the positive emotional, social, physical and intellectual development on the individual, family and community.
02.0 Integrate responsible consumer decisions and management techniques to enhance the quality of personal and family life.
03.0 Apply principles of nutrition to food choices.
04.0 Perform first aid for foreign body airway obstruction (FBAO) and cardiopulmonary resuscitation (CPR).
05.0 Determine the physical, mental, emotional, social, economic, and legal consequences of use, misuse and abuse of tobacco, alcohol and drugs on the individual, family and community.
06.0 Identify the self-examination procedures used for breast and testicular cancer detection.
07.0 Recognize the effects of human immunodeficiency virus (HIV), acquired immunodeficiency syndrome and sexually transmitted diseases (STDs) and assess their consequences on the individual, family and community.
08.0 Identify the benefits of sexual abstinence and consequences of teenage pregnancy.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Life Management Skills
Secondary Number: 8500620
Postsecondary Number:

01.0 EVALUATE THE POSITIVE EMOTIONAL, SOCIAL, PHYSICAL AND INTELLECTUAL DEVELOPMENT ON THE INDIVIDUAL, FAMILY AND COMMUNITY--The student will be able to:

01.01 Consider the effects of self-esteem on personal development.
01.02 Demonstrate effective communication skills.
01.03 Identify attitudes and behaviors for establishing and maintaining interpersonal relationships.
01.04 Develop strategies for conflict resolution.
01.05 Design a plan for setting personal goals.
01.06 Incorporate decision-making skills into personal development.
01.07 Assess coping techniques for stress management.
01.08 Analyze the symptoms of suicide and apply intervention techniques.

02.0 INTEGRATE RESPONSIBLE CONSUMER DECISIONS AND MANAGEMENT TECHNIQUES TO ENHANCE THE QUALITY OF PERSONAL AND FAMILY LIFE--The student will be able to:

02.01 Interpret consumer rights and responsibilities.
02.02 Evaluate advertising techniques.
02.03 Identify the components of a paycheck and explain payroll deductions in relation to income tax.
02.04 Develop a plan for resource management.
02.05 Implement the procedures for establishing and maintaining checking and savings accounts.
02.06 Analyze the types, sources and uses of credit.

03.0 APPLY PRINCIPLES OF NUTRITION TO FOOD CHOICES--The student will be able to:

03.01 Identify dietary guidelines that promote and maintain good health.
03.02 Describe the functions and food sources of essential nutrients.
03.03 Plan nutritious meals and snacks using the food pyramid.
03.04 Evaluate food labeling.
03.05 Analyze signs and symptoms of eating disorders.

04.0 PERFORM FIRST AID FOR FOREIGN BODY AIRWAY OBSTRUCTION (FBAO) AND CARDIOPULMONARY RESUSCITATION (CPR)--The student will be able to:

04.01 Demonstrates emergency relief on a person with an obstructed airway.
04.02 Demonstrate one-rescuer cardiopulmonary resuscitation (CPR).

05.0 DETERMINE THE PHYSICAL, MENTAL, EMOTIONAL, SOCIAL, ECONOMIC AND LEGAL CONSEQUENCES OF USE, MISUSE AND ABUSE OF TOBACCO, ALCOHOL AND DRUGSON THE INDIVIDUAL, FAMILY AND COMMUNITY--The student will be able to:

05.01 Analyze reasons for legal and illegal substance use, misuse and abuse and identify possible alternatives.
05.02 Evaluate the effects that legal and illegal substance use, misuse and abuse can have on the individual, family and community.
05.03 Evaluate the legal ramifications of substance abuse.
05.04 Identify community agencies where help is available for substance abusers and victims of substance abuse.

06.0 IDENTIFY THE SELF-EXAMINATION PROCEDURES USED FOR BREAST AND TESTICULAR CANCER DETECTION--The student will be able to:

06.01 Identify the signs and symptoms of cancer.
06.02 Explain self-examination procedures for breast and testicular cancer.

07.0 RECOGNIZE THE EFFECTS OF HUMAN IMMUNODEFICIENCY VIRUS (HIV), ACQUIRED IMMUNODEFICIENCY SYNDROME (AIDS) AND SEXUALLY TRANSMITTED DISEASES (STDs) AND ASSESS THEIR CONSEQUENCES ON THE INDIVIDUAL, FAMILY AND COMMUNITY--The student will be able to:

07.01 Identify the ways in which HIV, AIDS and other STDs can be contracted and prevented.
07.02 Identify the signs and symptoms of HIV, AIDS and other STDs.
07.03 Analyze the individuals responsibility for a healthy lifestyle that reduces the risk of HIV, AIDS and STDs.
07.04 Identify community agencies where accurate information about HIV, AIDS and other STDs is available.

08.0 IDENTIFY THE BENEFITS OF SEXUAL ABSTINENCE AND CONSEQUENCES OF TEENAGE PREGNANCY--The student will be able to:

08.01 Identify the benefits of sexual abstinence.
08.02 Identify the consequences of teenage pregnancy.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Nutrition And Wellness
Program Type:	Practical Arts
Occupational Area:	Family And Consumer Sciences
Components:	N/A
	Secondary
Program Numbers	**8500355**
CIP Number	0920.0117PA
Grade Level	9-12 30,31
Length	.5 Credit
Certification	VOC HME EC @4 HOME EC 1 @2 GEN HME EC @4
Facility Code	231
VSO	FHA/HERO
Coop Method	No
Apprenticeship	No
Basic Skills	
Math	
Language	
Reading	

I. **PURPOSE**: The purpose of this course is to prepare students to understand the relationship between nutrition and wellness. The program also provides for selection, preparation, service and storage of foods. It allows students to use technology to practice meal management techniques directed toward nutritional food choices based on the life cycle. This course will provide an awareness of consumer issues relating to health and wellness.

II. **PROGRAM STRUCTURE**:

III. **SPECIAL NOTE**: Future Homemakers of America/Home Economics Related Occupations, is the appropriate vocational student organization for providing leadership training and reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

Classroom food laboratory activities are an integral part of this program. Safe use and care of small and large appliances as well as kitchen tools and equipment are practiced in a foods laboratory.

SCANS Competencies: Instructional strategies for this course must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and higher-order thinking skills.

Equipment List: A generic equipment list is available for this course and is printed in a supplement to this document.

IV. **INTENDED OUTCOMES**: After successfully completing this course the student will be able to perform the following:

01.0 Determine the relationship of nutrition to wellness.
02.0 Analyze the effects of consumer issues on food selection.
03.0 Predict the effects of food choices for people with special needs.
04.0 Specify the nutritional needs of the young adults.
05.0 Assess the effects of eating disorders on wellness.
06.0 Practice skills of acceptable etiquette in a variety of situations.
07.0 Apply the principles of meal planning and management.
08.0 Apply basic food preparation skills.
09.0 Practice appropriate food storage methods.
10.0 Integrate important scientific and technological principles to nutrition and wellness.
11.0 Demonstrate leadership and organizational skills.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Nutrition And Wellness
Secondary Number: 8500355
Postsecondary Number:

01.0 DETERMINE THE RELATIONSHIP OF NUTRITION TO WELLNESS--The student will be able to:

- 01.01 Apply Guidelines for using the Food Guide Pyramid to plan daily food choices.
- 01.02 Describe the functions and sources of nutrients.
- 01.03 Identify the effects of nutrient deficiencies and excesses.
- 01.04 Interpret the nutrition information found on food labels.
- 01.05 Determine the relationship between food choices, eating and wellness.

02.0 ANALYZE THE EFFECTS OF CONSUMER ISSUES ON FOOD SELECTION--The student will be able to:

- 02.01 Use comparative shopping techniques to determine the best value for the food dollar.
- 02.02 Evaluate advertisements, news reports and other information related to nutrition and wellness.
- 02.03 Discuss causes of food shortages and possible ways to control global food problems.

03.0 PREDICT THE EFFECTS OF FOOD CHOICES FOR PEOPLE WITH SPECIAL NEEDS--The student will be able to:

- 03.01 Establish guidelines for weight maintenance.
- 03.02 Explain how to encourage healthful eating habits for people in every stage of the life cycle.
- 03.03 Develop a plan by which persons with medical conditions or physical impairments can meet their nutritional needs.

04.0 SPECIFY THE NUTRITIONAL NEEDS OF THE YOUNG ADULTS--The student will be able to:

- 04.01 Distinguish between the differences and similarities of the nutritional needs of the athlete and the average person.
- 04.02 Describe methods to determine whether a person's weight is at a healthy level.
- 04.03 Design a nutrition and exercise program to meet individual needs.

05.0 ASSESS THE EFFECTS OF EATING DISORDERS ON WELLNESS--The student will be able to:

- 05.01 Analyze the causes of weight problems and eating disorders.
- 05.02 Determine the effects of eating disorders on self, family and others.

06.0 PRACTICE SKILLS OF ACCEPTABLE ETIQUETTE IN A VARIETY OF SITUATIONS--The student will be able to:

06.01 Plan appropriate table settings and service.
06.02 Demonstrate socially acceptable table manners and etiquette.

07.0 APPLY THE PRINCIPLES OF MEAL PLANNING AND MANAGEMENT--The student will be able to:

07.01 Coordinate a work plan and schedule in preparing a meal.
07.02 Plan menus considering nutritional needs, schedules, budget, aesthetics and food preferences.
07.03 Identify roles and responsibilities of family members in planning, preparing and serving foods.
07.04 Identify meal-planning strategies for families with busy schedules.

08.0 APPLY BASIC FOOD PREPARATION SKILLS--The student will be able to:

08.01 Analyze recipes to determine the elements of a well-written, complete recipe.
08.02 Use recipes to prepare a variety of foods.
08.03 Demonstrate proper procedures for measuring various types of ingredients.
08.04 Practice safety and sanitation procedures in food preparation.
08.05 Demonstrate the use and care of large and small equipment.
08.06 Clean and maintain food preparation areas.

09.0 PRACTICE APPROPRIATE FOOD STORAGE METHODS--The student will be able to:

09.01 Explain how proper food-handling practices can prevent food-borne illnesses.
09.02 Discuss causes and signs of food-spoilage.
09.03 Evaluate kitchens at home and at school for proper storage of common household chemicals.

10.0 INTEGRATE IMPORTANT SCIENTIFIC AND TECHNOLOGICAL PRINCIPLES TO NUTRITION AND WELLNESS--The student will be able to:

10.01 Discuss the impact of food-related technology in the food industry and in the home.
10.02 Practice ways to preserve foods while retaining quality and nutrients.

11.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

11.01 Identify professional and youth organizations.
11.02 Identify purposes and functions of professional and youth organizations.
11.03 Identify roles and responsibilities of members.
11.04 Work cooperatively as a group member to achieve organizational responsibilities.

11.05 Demonstrate confidence in leadership roles and organizational responsibilities.
11.06 Demonstrate commitment to achieve organizational goals.
11.07 Develop a personal growth project.

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Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Parenting Skills
Occupational Area:	Family and Consumer Sciences
	Secondary
Program Numbers	**8500300**
CIP Number	0920.0113PA
Grade Level	9-12 30,31
Length	.5 credit
Certification	VOC HME EC @4 GEN HME EC @4 E CHILD ED @0 HOME EC 1 @2 PRESCH ED A PRIMARY ED B PK PRIMARY H

I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to prepare students for the multiple roles essential to becoming a model parent and to understand the dual roles of males and females as parents and wage earners. This course will also enhance their abilities to assist children to become effective citizens in a multicultural and technological society.

The content includes, but is not limited to, parenting roles and responsibilities; nurturing and protective environments for children; positive parenting strategies; effective communication in parent/child relationships; multicultural diversity and trends in technology.

II. **LABORATORY ACTIVITY:** Instruction and learning activities are provided in a classroom setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices.

Activities may provide opportunities to utilize equipment such as, computers, a television/VCR, a video camera and recreational games and gadgets.

III. **SPECIAL NOTE:** Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organization are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students personal qualities and higher-order thinking skills.

IV. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to:

01.0 Analyze and evaluate parenting roles and responsibilities.
02.0 Define self-esteem and relate it to self image and behaviors in both parents and children.
03.0 Define and explain a nurturing and protective environment for children.
04.0 Describe positive parenting skills in guiding children's behavior at different stages (including the special needs child).
05.0 Emphasize the importance of effective communication in parent/child relationships.
06.0 Identify and summarize family and community support systems.
07.0 Describe parenting issues and concerns.
08.0 Demonstrate an awareness of the diversity of today's family unit.
09.0 Demonstrate an understanding of family, multicultural and ethnic diversity and its impact on parents and children.
10.0 Relate current trends and technological advances to the parenting process.
11.0 Demonstrate leadership and organizational skills.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title:	Parenting Skills
Secondary Number:	8500300
Postsecondary Number:	

01.0 ANALYZE AND EVALUATE PARENTING ROLES AND RESPONSIBILITIES--The student will be able to:

01.01 Define parenting and related terminology.
01.02 Describe the myths and realities of parenthood.
01.03 Analyze the positive and negative reasons for having children.
01.04 Evaluate the financial impact of rearing children.
01.05 Describe characteristics of nurturing parents and family members.
01.06 Assess the roles, responsibilities and rewards involved in being an effective parent.
01.07 Compare and contrast parenting styles such as democratic, permissive and authoritarian.
01.08 Determine the attitudes and characteristics that would indicate personal readiness for parenthood.

02.0 DEFINE SELF-ESTEEM AND RELATE IT TO SELF IMAGE AND BEHAVIORS IN BOTH PARENTS AND CHILDREN--The student will be able to:

02.01 Define self-esteem.
02.02 Analyze the characteristics of people with both high and low self-esteem.
02.03 Discuss how positive self-esteem affects children throughout the developmental stages.
02.04 Develop strategies to encourage high self-esteem in children throughout developmental stages.
02.05 Analyze factors which have a negative impact on a child's self-esteem.
02.06 List and discuss activities, clubs, sports, etc. and their impact on children's and parent's self-esteem.

03.0 DEFINE AND EXPLAIN A NURTURING AND PROTECTIVE ENVIRONMENT FOR CHILDREN--The student will be able to:

03.01 Define and explain the meaning of a nurturing and protective environment.
03.02 Identify the developmental stages of children (physical, social, emotional and intellectual.)
03.03 Demonstrate an awareness of appropriate physical care of children including bathing, feeding, dressing and health routines.
03.04 Identify and discuss factors that would enhance or impede positive parenting and family relationships (to include divorce, death, HIV/AIDS, latchkey children, drugs and suicide).

03.05 Assess the skills needed for parenting children with special needs or who are at risk.
03.06 Explain ways to assist children in managing stress.
03.07 Devise strategies that will assist parents in becoming involved in their children's education at home and at school.
03.08 Evaluate factors to consider when selecting child care.

04.0 DESCRIBE POSITIVE PARENTING SKILLS IN GUIDING CHILDREN'S BEHAVIOR AT DIFFERENT STAGES--The student will be able to:

04.01 Identify and discuss positive parenting skills.
04.02 Distinguish between responsible and irresponsible behavior in children at different developmental stages.
04.03 Define and explain: discipline, punishment, and guidance.
04.04 Outline acceptable methods of guidance used to modify behavior in a child.

05.0 EMPHASIZE THE IMPORTANCE OF EFFECTIVE COMMUNICATION IN PARENT/CHILD RELATIONSHIPS--The student will be able to:

05.01 Define effective communication and relate it to a child's social, emotional and intellectual development.
05.02 Discuss the importance of openness and truthfulness in parent/child communication.
05.03 Differentiate between positive and negative communication between parent and child.
05.04 Compile a list of effective methods used to encourage parent/child communication.

06.0 IDENTIFY AND SUMMARIZE FAMILY AND COMMUNITY SUPPORT SYSTEMS--The student will be able to:

06.01 Prepare a list of community resources available to families and summarize their services.
06.02 Research and report on state and federal resources which provide support for families.

07.0 DESCRIBE PARENTING ISSUES AND CONCERN--The student will be able to:

07.01 Analyze the influences of television and other media on the family.
07.02 Develop and analyze a list of social problems that affect parenting.
07.03 Identify responsibilities and concerns relative to teen parenting.

08.0 DEMONSTRATE AN AWARENESS OF THE DIVERSITY OF TODAY'S FAMILY UNIT--The student will be able to:

08.01 Describe factors that cause diversity in families.
08.02 Compare the differences between lifestyles of today and the past.
08.03 Analyze ways of strengthening families that are diverse.

09.0 DEMONSTRATE AN UNDERSTANDING OF FAMILY, MULTICULTURAL AND ETHNIC DIVERSITY AND ITS IMPACT ON PARENTS AND CHILDREN--The student will be able to:

09.01 Define family, multicultural and ethnic diversity.
09.02 Define cultural bias, stereotypes and prejudices and determine how each limits and/or interferes with effective parenting.
09.03 Analyze and determine similarities and differences among multicultural families.
09.04 Develop strategies to help families assimilate into a new and different cultural environment.
09.05 Determine ways parents can assist their children in distinguishing between truths and myths regarding other cultures.

10.0 RELATE CURRENT TRENDS AND TECHNOLOGICAL ADVANCES TO THE PARENTING PROCESS--The student will be able to:

10.01 Compile a list of current trends and new technology and discuss their relationship to the parenting process.
10.02 Devise methods of keeping abreast of current trends and new technology that impact parenting.
10.03 Research and report on adaptive tools and equipment used by children with special needs.
10.04 Demonstrate an awareness of how new technology and adaptive tools and equipment can be used to enhance parenting.

11.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

11.01 Identify vocational youth organizations related to family life.
11.02 Determine purposes and functions of vocational youth organizations.
11.03 Explain roles and responsibilities of members and work cooperatively as a group member to achieve organizational goals.
11.04 Demonstrate confidence in leadership roles and organizational responsibilities.
11.05 Demonstrate commitment to achieve organizational goals.
11.06 Develop a personal growth project.
11.07 Weigh competitive events for vocational youth organizations.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Principles of Clothing Construction
Occupational Area:	Family and Consumer Sciences PRIVATE Secondary
Program Numbers	**8500380**
CIP Number	0920.0111PA
Grade Level	9-12 30,31
Length	.5 credit
Certification	HOME EC 1 @ 2 GEN HME EC @4 VOC HME EC @4

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this course is to prepare students to identify the characteristics of fibers, fabrics and textiles; to interpret consumer protection laws related to clothing and textiles; and to construct garments.

II. **LABORATORY ACTIVITIES**: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with tools and materials appropriate to the course content. Activities provide instruction in using sewing tools and equipment, measuring tools, hand sewing equipment, marking devices and pressing equipment.

III. **SPECIAL NOTE**: Future Homemakers of America/Home Economics Related Occupations, is the appropriate vocational student organization for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

IV. **INTENDED OUTCOMES**: After successfully completing this program, the student will be able to:

01.0 Identify characteristics, uses, costs and care of textiles and fabrics.
02.0 Demonstrate clothing construction skills.
03.0 Demonstrate leadership and organizational skills.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Principles Of Clothing Construction
Secondary Number: 8500380

1.0 IDENTIFY CHARACTERISTICS, USES, COSTS AND CARE OF TEXTILES AND FABRICS -- The student will be able to:

01.01 Identify the characteristics, uses, costs and care of natural and man-made fibers.
01.02 Identify the characteristics, uses, costs and care of fabric blends and fabric finishes.
01.03 Identify methods of constructing fabrics.
01.04 Identify the characteristics, uses, costs and care of various fabrics.
01.05 Explain the expected performance of selected fabrics according to yarn type, fabric construction and textile finishes used to make them.
01.06 Identify the four basic purposes of labeling textile products.
01.07 Identify the differences between hangtags and labels.
01.08 Identify and interpret consumer protection laws related to clothing and textiles.

02.0 DEMONSTRATE CLOTHING CONSTRUCTION SKILLS--The student will be ableto:

02.01 Use and care for sewing tools and equipment.
02.02 Follow correct procedures for measuring the body.
02.03 Determine figure type and pattern size from body measurements.
02.04 Identify factors to consider when selecting patterns and fabrics.
02.05 Determine yardage and notion needs from information on pattern envelope.
02.06 Identify and interpret symbols and markings found on pattern pieces.
02.07 Prepare fabric for layout.
02.08 Pin, cut and mark garment pieces using a pattern.
02.09 Demonstrate construction techniques for interfacing, facings, waistbands, zippers, buttonholes, sleeves, collars, etc.
02.10 Interpret and follow guide sheet to construct garments.
02.11 Demonstrate appropriate pressing techniques.

03.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

03.01 Identify professional and youth organizations.
03.02 Identify purposes and functions of professional and youth organizations.
03.03 Identify roles and responsibilities of members of professional and youth organizations.
03.04 Work cooperatively as a group member to achieve organizational goals.

03.05 Demonstrate confidence in leadership roles and organizational responsibilities.
03.06 Demonstrate commitment to achieve organizational goals.
03.07 Develop a personal growth project.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Principles of Food Preparation
Occupational Area:	Family and Consumer Sciences
	Secondary
Program Numbers	**8500390**
CIP Number	0920.0112PA
Grade Level	9-12 30,31
Length	.5 credit
Certification	VOC HME EC @4 GEN HME EC @4 HOME EC 1 @2

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this course is to prepare students to understand the principles of food preparation, selection and storage, basic food preparation, and selection of food services.

II. **LABORATORY ACTIVITIES**: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools, equipment, and materials appropriate to the course content and in accordance with current practices. Activities provide instruction in: the application of the principles of food preparation, food selection, storage, choosing appropriate food service for various occasions and the use of small and large appliances, kitchen tools and equipment.

III. **SPECIAL NOTE**: Future Homemakers of America/Home Economics Related Occupations, is the appropriate vocational student organization for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

IV. **INTENDED OUTCOMES**: After successfully completing this course, the student will be able to:

01.0 Explain principles of food preparation.
02.0 Explain principles of food selection and storage.
03.0 Demonstrate food preparation skills.
04.0 Choose appropriate food service for various occasions.
05.0 Demonstrate leadership and organizational skills.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Principles Of Food Preparation
Secondary Number: 8500390
Postsecondary Number:

01.0 EXPLAIN PRINCIPLES OF FOOD PREPARATION--The student will be able to:

01.01 Analyze the scientific basis for changes in food during preparation, to include protein, starch, fiber, sugars, fats, vitamins and minerals.
01.02 Identify the techniques for conserving nutrients during food preparation.
01.03 Analyze how ingredients affect product outcome.

02.0 EXPLAIN PRINCIPLES OF FOOD SELECTION AND STORAGE--The student will be able to:

02.01 Identify quality characteristics, such as grades, size, freshness, and dating, used to select foods.
02.02 Compare costs, nutritional value, and characteristics of fresh, frozen, dehydrated, and canned foods.
02.03 Choose appropriate storage methods for foods.

03.0 DEMONSTRATE FOOD PREPARATION SKILLS--The student will be able to:

03.01 Interpret and use recipes, to include increasing and decreasing ingredients and using substitutions.
03.02 Demonstrate basic food preparation skills such as techniques of cutting, mixing, cooking and measuring.
03.03 Select, use, care for and store food preparation equipment.
03.04 Explain the relationship between food-borne illnesses and practices of food safety and sanitation.
03.05 Identify ways of including family members in meal planning and preparation.
03.06 Clean and maintain food preparation areas.
03.07 Assess the quality of the prepared food.

04.0 CHOOSE APPROPRIATE FOOD SERVICE FOR VARIOUS OCCASIONS--The student will be able to:

04.01 Analyze the importance of etiquette and manners.
04.02 Demonstrate etiquette and manners related to food service for various occasions.
04.03 Plan appropriate table settings and service.
04.04 Plan, prepare, and serve creative cuisine such as ethnic, regional, and foods for special occasions.
04.05 Assess the implementation of a meal management plan for meal preparation and service.
04.06 Assess the quality of the prepared food.
04.07 Identify ways to establish or maintain family meal traditions.

05.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

05.01 Identify professional and youth organizations.
05.02 Identify purposes and functions of professional and youth organizations.
05.03 Identify roles and responsibilities of members of professional and youth organizations.
05.04 Work cooperatively as a group member to achieve organizational goals.
05.05 Demonstrate confidence in leadership roles and organizational responsibilities.
05.06 Demonstrate commitment to achieve organizational goals.
05.07 Develop a personal growth project.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Child Care Center Management
Occupational Area:	Family and Consumer Sciences
	PSV
CIP Number	0420.020300
Grade Level	College Credits
Length	AS Degree/63 hours
Certification	

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this program is to prepare students for initial employment as child care center manager directors, preschool (092.137-010), directors, educational programs (099.177-010), directors, community organizations (187.117-014), residence supervisors (187.167-186), administrators, social welfare (095.117-010), program directors, groupwork (187.117-046), teacher preschool (092.227-018) or to provide supplemental training for persons previously or currently employed in these listed occupations.

The content includes, but is not limited to, managing financial operations; selecting and/or developing facilities; selecting staff and staffing patterns; providing staff development opportunities; developing a total program for children and working parents, community agencies, organizations, and other individuals and groups concerned with children and child care services.

II. **LABORATORY ACTIVITIES**: Instruction and learning activities are provided in a laboratory setting using hand-on experiences with tools and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of manipulative toys, expandable art and woodworking supplies, science equipment, audiovisual equipment, housekeeping and dramatic play equipment, food preparation equipment, laundry equipment. Observation and supervised work experience with young children in a school laboratory and/or an approved community laboratory situation is an integral part of this program.

III. **SPECIAL NOTE**: The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training agreement, a training plan signed by the student, teacher and employer, including instructional objectives and a list of on-the-job and in-school learning experiences and a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

The particular outcomes and student performance standard which the student with disabilities must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The standard credit hour length for this program is 63 according to SBR 6A-14.030.

In order for this program/course to be transferable between institutions, it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System Discipline Committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

IV. **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to:

01.0 Utilize various observation and recording methods.
02.0 Describe the various types of child care programs.
03.0 Plan for, establish, and maintain a safe, clean and healthy learning environment.
04.0 Guide physical development of young children.
05.0 Guide intellectual development of young children.
06.0 Guide social and emotional development of young children.
07.0 Establish positive communications with the family.
08.0 Carry out legal and professional responsibilities related to the total program.
09.0 Maintain professionalism.
10.0 Develop a food service program to meet the nutritional needs of children.
11.0 Demonstrate skills in managing the financial affairs of a child care center.
12.0 Demonstrate leadership and organizational skills.
13.0 Demonstrate knowledge of state and local rules and regulations which govern child care.
14.0 Identify and report child abuse and neglect in accordance with state regulations.
15.0 Demonstrate an understanding of entrepreneurship.
16.0 Demonstrate employability skills.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Child Care Center Management
Secondary Number:
Postsecondary Number: 0420.020300

01.0 UTILIZE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

01.01 Describe the purposes for observing children.
01.02 Identify types of observations and recording methods.
01.03 Identify procedures used when observing children.
01.04 Discuss the confidentiality of observation information.
01.05 Complete observational checklists related to the physical, intellectual, social, and emotional development of children.
01.06 Compete an anecdotal record of a child.
01.07 Keep a diary-type record of a child over a given period of time.
01.08 Interpret observations.
01.09 Design individual learning prescriptions.
01.10 Write a child study using diary-type records.

02.0 DESCRIBE THE VARIOUS TYPES OF CHILD CARE PROGRAMS--The student will be able to:

02.01 Discuss the need for child care services today.
02.02 List characteristics of a good child care program.
02.03 Describe advantages and disadvantages of custodial, developmental and comprehensive child care programs.
02.04 Identify types of child care centers and describe characteristics of each type.
02.05 Discuss the contributions the Head Start and HRS Title 20 programs have made to early childhood education.
02.06 Discuss emerging and expanding programs for child care in the United States.
02.07 Discuss information which should be available to parents and community members concerning child care programs.
02.08 Identify and discuss the advantages and disadvantages of two basic early childhood program models.
02.09 Identify criteria for evaluation of children's programs.
02.10 Identify and evaluate classroom setup.
02.11 Identify and evaluate daily schedules.
02.12 Identify recommended materials and equipment.
02.13 Identify and evaluate planned experiences and activities.
02.14 Identify classroom management techniques.
02.15 Identify and practice communication techniques.
02.16 Develop and implement an educational philosophy.

03.0 PLAN FOR, ESTABLISH, AND MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

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03.01 Identify potential safety hazards in a child care facility and describe practices to prevent accidents.

03.02 Identify ways care givers teach children the safe way to do things.

03.03 Outline the steps to be taken in case of accident and injury to a child.

03.04 Identify accidents common to children and perform appropriate first-aid techniques.

03.05 Identify fire regulations and procedures.

03.06 Develop and practice evacuation procedures.

03.07 Identify appropriate and safe manipulative equipment for children.

03.08 Maintain facilities.

03.09 Develop a maintenance program for equipment, tools and supplies.

03.10 Identify ways to involve children in housekeeping.

03.11 Demonstrate ways to create and maintain a responsive environment.

03.12 Recognize childhood illnesses.

03.13 Identify and practice communicable disease control in group settings.

03.14 List the need for immunizations.

03.15 Practice personal hygiene with children.

03.16 Describe procedures for caring for the sick.

03.17 Identify medical forms that must be filed in the center.

03.18 Plan, organize and guide safety awareness activities.

03.19 Plan, organize and guide cleanliness awareness (sanitation) activities.

03.20 Plan, organize and guide nutrition awareness activities.

03.21 Plan, organize and guide personal hygiene awareness activities.

03.22 Identify characteristics of and recognize children of varying exceptionalities.

03.23 Use the Individual Education Plan to plan, organize and guide appropriate activities to meet the needs of exceptional children.

03.24 Describe facility modifications and special equipment needs for varying exceptionalities.

03.25 Describe techniques for handling and positioning physically disabled children.

03.26 Identify procedures for administering medications.

03.27 Establish a mealtime schedule for children with special dietary needs.

03.28 Identify organizations and agencies that provide services and assistance to exceptional children.

04.0 GUIDE PHYSICAL DEVELOPMENT OF YOUNG CHILDREN--The student will be able to:

04.01 Identify the physical development of infants and children, ages one to twelve.

04.02 Plan, organize and guide age-appropriate gross motor activities.

04.03 Plan, organize and guide age-appropriate fine motor activities.

04.04 Plan, organize and guide age-appropriate body stimulation activities.
04.05 Plan, organize and guide age-appropriate outdoor activities.
04.06 Plan, organize and guide age-appropriate body coordination activities.
04.07 Plan, organize and guide age-appropriate group circle activities.

05.0 GUIDE INTELLECTUAL DEVELOPMENT OF YOUNG CHILDREN--The student will be able to:

05.01 Identify the intellectual development of infants and children, ages one to twelve.
05.02 Plan, organize and guide age-appropriate language activities.
05.03 Plan, organize and guide age-appropriate music activities.
05.04 Plan, organize and guide age-appropriate art activities.
05.05 Plan, organize and guide age-appropriate math activities.
05.06 Plan, organize and guide age-appropriate science activities.
05.07 Plan, organize and guide age-appropriate social studies.
05.08 Plan, organize and guide age-appropriate creative activities.

06.0 GUIDE SOCIAL AND EMOTIONAL DEVELOPMENT OF YOUNG CHILDREN--The student will be able to:

06.01 Identify the social and emotional development of infants and children, ages one to twelve.
06.02 Plan, organize and guide age-appropriate dramatic play activities.
06.03 Plan, organize and guide age-appropriate self-concept activities.
06.04 Plan, organize and guide age-appropriate group awareness activities.
06.05 Plan, organize and guide age-appropriate diverse cultural awareness activities.
06.06 Identify and implement positive behavior guidance techniques.

07.0 ESTABLISH POSITIVE COMMUNICATION WITH THE FAMILY--The student will be able to:

07.01 Discuss the need for parent-teacher cooperation.
07.02 Describe ways for child care personnel to effectively communicate with parents.
07.03 Discuss the need for planned conference and identify the child care manager's role in conducting an effective parent conference.
07.04 Plan for, organize and implement parent involvement activities.
07.05 Identify the kinds of activities, meetings and learning appropriate for parent involvement.
07.06 Develop a plan for keeping parents informed about center activities, child development, managing children, and good child-rearing practices.
07.07 Provide child progress reports to parents.
07.08 Devise methods for sharing center resources with parents.

07.09 Identify common problems involving parents in centers and discuss ways to make parents aware of and willing to help solve these problems.
07.10 Describe ways child care personnel can be supportive of the parents' efforts with the child.
07.11 Discuss occasions when center staff personnel will need to communicate with parents of children who attend the center program.
07.12 Identify components to be included in child center policies and develop a written child care policy which could be given to parents.
07.13 Accept and encourage the native language of the home.
07.14 Demonstrate the correct way to answer and use the telephone in a child care center.

08.0 CARRY OUT LEGAL AND PROFESSIONAL RESPONSIBILITIES RELATED TO THE TOTAL PROGRAM--The student will be able to:

08.01 Identify the most important tasks in operating a child care center.
08.02 Identify how to obtain state licensing requirements and city or county regulations which affect a child care center and explain why these regulations are necessary.
08.03 List the most important regulations affecting the well-being of children in a center.
08.04 Describe the types of services provided by child care centers.
08.05 Identify the types of information that persons must have in order to apply for a license to open and operate a child care center.
08.06 Identify the city or county officials that inspect child care centers and explain the purpose of these inspections.
08.07 Identify factors that determine the size and composition of the child care staff.
08.08 Identify duties of child care personnel.
08.09 Interview potential employees.
08.10 Identify possible in-service training programs for staff members and discuss their importance.
08.11 Describe how supervision for quality staff performance is best achieved.
08.12 Identify subjects covered in personnel policies and discuss the need for defined personnel policies.
08.13 Develop a work schedule for all child care employees.
08.14 Develop and implement personnel evaluation forms.
08.15 Plan a daily schedule for a child care center to accommodate children's changing needs and to provide a sense of orderly routine.
08.16 Plan and implement program lesson plans, unit plans and schedules.
08.17 Plan, organize and guide age-appropriate special events.
08.18 Utilize curriculum materials in planning activities.
08.19 Plan and construct bulletin boards and displays.
08.20 Identify and implement behavior guidance techniques.
08.21 Demonstrate supervision skills.
08.22 Plan, organize and guide transition routines.

08.23 Supervise bathroom routines.
08.24 Supervise nap time routines.
08.25 Identify materials and equipment needed to operate a child care center.
08.26 Identify age appropriate resource materials, equipment a supplies.
08.27 Plan for an organized learning environment for maximum effectiveness.
08.28 Identify unsafe equipment and make minor repairs.
08.29 Discuss the importance of record keeping in a child care center.
08.30 Identify the types of records required for licensing and the types that provide information which will be useful in operating the center.
08.31 Design, implement and evaluate record keeping forms to be used in a child care center.
08.32 List information, in addition to the message, that should be included on each item of correspondence in a child care center.
08.33 Identify ways to solve the following center management problems; teacher absence, poor planning, dealing with a child's "separation anxiety", scheduling work hours, arranging community projects.

09.0 MAINTAIN PROFESSIONALISM--The student will be able to:

09.01 Identify three factors that aid professional growth in a child care giver.
09.02 Evaluate your commitment to child care as a profession.
09.03 Pursue self-improvement activities.
09.04 Protect the privacy of the child and family.
09.05 Maintain confidentiality of information obtained about children.
09.06 Discuss the importance of never discussing the child in his or her presence.

10.0 DEVELOP A FOOD SERVICE PROGRAM TO MEET THE NUTRITIONAL NEEDS OF CHILDREN--The student will be able to:

10.01 Identify the types of food service available to a child care center and discuss advantages and disadvantages of each.
10.02 Discuss planning meals according to patterns from the State of Florida Minimum Standards for Child Care Program.
10.03 List issues to consider when planning meals and snacks based on the established meal patterns for child care programs.
10.04 Identify recommended daily nutritional requirements for children between birth and twelve years of age.
10.05 Plan, prepare and service nutritious snacks and meals for children that contribute to meeting total daily nutritional intake.
10.06 Plan, prepare and service age-appropriate foods.
10.07 Plan, organize and guide mealtime routines.
10.08 Recommend ways for caregivers to manage mealtime situations.
10.09 Identify procedures for introducing new foods to children.

10.10 List ways to encourage positive food choices and good eating habits.
10.11 Plan, organize and guide age-appropriate food preparation activities.
10.12 Identify the types of foods that are included in an infant's and toddler's diet and describe why these are included.
10.13 Discuss the value of holding an infant while bottle feeding.
10.14 Discuss special concerns connected with feeding infants.
10.15 Describe and demonstrate feeding infants.
10.16 Identify adequate eating utensils during the self-feeding state of childhood.
10.17 Post weekly menus.
10.18 Supervise and evaluate food service personnel.

11.0 DEMONSTRATE SKILLS IN MANAGING THE FINANCIAL AFFAIRS OF A CHILD CARE CENTER--The student will be able to:

11.01 Identify costs to consider in establishing a child care center.
11.02 Identify factors to consider when determining fees for a child care center and discuss advantages and disadvantages of a base pay and a sliding scale fee charge.
11.03 Identify operating expenses for a child care center.
11.04 Discuss staff salaries and wages.
11.05 Identify additional costs for maintaining a child care center.
11.06 Discuss the purpose of a budget and develop a sample budget suitable for a child care center.
11.07 List the expenses a day care owner might have that would reduce profits.
11.08 Identify ways to keep a child center successful.
11.09 Discuss reasons why enrollments in a child care center may drop and discuss how this might affect profits.
11.10 Identify ways to increase profits.
11.11 Identify methods of advertising used by child care centers and discuss advantages and disadvantages of each.
11.12 Develop a brochure designed to attract potential customers.
11.13 Identify the types of financial records the owner of a child care center would have to keep.
11.14 Describe a daily cash sheet and list information it contains.
11.15 Complete a daily cash sheet using information from a case study.
11.16 Discuss the need for customer billing forms and procedures.
11.17 Develop a customer billing form.
11.18 Define revenues, expenses, net profit, profit ratio, and expense ratio and describe how this information can be used in evaluating business success.

12.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

12.01 Identify professional and youth organizations.
12.02 Identify purposes and functions of professional and youth organizations.
12.03 Identify roles and responsibilities of members.

12.04 Work cooperatively as a group member to achieve organizational goals.
12.05 Demonstrate confidence in leadership roles and organizational responsibilities.
12.06 Demonstrate commitment to achieve organizational goals.
12.07 Develop a personal growth project.

13.0 DEMONSTRATE KNOWLEDGE OF STATE AND LOCAL RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

13.01 Identify the major areas of child day care standards in Florida.
13.02 Identify laws that govern state and local licensing.
13.03 Identify child care facilities that require licensing.
13.04 Identify the local licensing agency and list responsibilities of this agency.
13.05 Identify local day care standards that govern child care.
13.06 Identify state minimal standards for screening of owners, operators, staff volunteers, and others.
13.07 Describe current child care issues and proposed legislation which governs child care.

14.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATIONS--The student will be able to:

14.01 Define physical abuse, physical neglect, sexual abuse and emotional maltreatment as defined by Florida Law.
14.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
14.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
14.04 Identify the factors, multiple forces and most common causes for child abuse and neglect.
14.05 Identify the characteristics of abusers.
14.06 Identify the impact and effects of child abuse and neglect.
14.07 Identify current legislation that deals with child abuse and neglect.
14.08 Describe Florida Law as to the legal requirements and protection of child care workers in reporting suspected child abuse or neglect.
14.09 Identify state and local guidelines and procedures for reporting child abuse and neglect.
14.10 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
14.11 Simulate reporting evidence of suspected child abuse and neglect.
14.12 Identify local community resources that provide help for the abuse and the abuser.

15.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

15.01 Define entrepreneurship.

15.02 Describe the importance of entrepreneurship to the American economy.
15.03 List the advantages and disadvantages of business ownership.
15.04 Identify the risks involved in ownership of a business.
15.05 Identify the necessary personal characteristics of a successful entrepreneur.
15.06 Identify the business skills needed to operate a small business efficiently and effectively.
15.07 Describe the responsibility of the employer to support the business and industry.

16.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

16.01 Conduct a job search.
16.02 Secure information about a job.
16.03 Identify documents that may be required when applying for a job.
16.04 Complete a job application form correctly.
16.05 Demonstrate competencies in job interview techniques.
16.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
16.07 Identify acceptable work habits.
16.08 Demonstrate knowledge of how to make job changes appropriately.
16.09 Demonstrate acceptable employee health habits.
16.10 Develop and write a resume.
16.11 Identify personal characteristics desired for working with people.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Child Development Early Intervention
Occupational Area: Family and Consumer Sciences

PSVC

CIP Number	0420.020204
Grade Level	College Credits
Length	Certificate
Certification	

Early Intervention

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this program is to prepare students for employment as child development early intervention associates, paraprofessionals who work in settings for infants and young children with disabling conditions, or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, child development early childhood education; establishing and maintaining a safe, clean, healthy learning environment, guidance techniques and classroom management; communication; identification and reporting of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities, and employability skills. Programs prepare individuals to assume major care giving, educational, and maintenance responsibilities within home or center-based programs under the supervision of a lead teacher or supervisor.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training agreement, a training plan signed by the student, teacher and employer, including instructional objectives and a list of on-the-job and in-school learning experiences and a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs occurs through vocational classroom instruction and applied laboratory procedures or practice.

The standard credit hour length for this program is 30 according to SBR 6A-14.030.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System Discipline Committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course

Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

II. **LABORATORY ACTIVITIES:** Instruction and learning activities are provided in a laboratory setting to integrate theory and practice. Observation and supervised work experiences in a school laboratory and/or a community laboratory setting are an integral part of this program and will focus on areas such as: early childhood education; establishing and maintaining a safe, clean, healthy learning environment; behavior guidance techniques, and classroom management; communication; nutrition; family interaction; professional responsibilities, and employability skills.

III. **SPECIAL NOTE:** Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida, National Association for the Education of Young Children, and The Council for Exceptional Children.

In accordance with Chapter 95-392, section 33, Laws of Florida, under certain special conditions this course may be taught at a postsecondary adult vocational institution.

IV. **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to:

Early Intervention Paraprofessional

01.0 Demonstrate knowledge of child growth and development.
02.0 Demonstrate knowledge of disabling conditions and their effect on child growth and development.
03.0 Demonstrate knowledge of early childhood education.
04.0 Guide physical development.
05.0 Guide cognitive language and literacy development.
06.0 Guide creative development.
07.0 Guide social, self help and affective development.
08.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.
09.0 Initiate and facilitate positive interaction with the child's family.
10.0 Demonstrate knowledge of safety, health and nutrition.
11.0 Demonstrate knowledge of federal, state and local regulations which govern child care.
12.0 Identify and report child abuse and neglect in accordance with state regulations.
13.0 Demonstrate knowledge of community needs and resources.
14.0 Demonstrate professionalism.
15.0 Demonstrate various observation and recording methods.
16.0 Demonstrate use of classroom media.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Child Development Early Intervention
Secondary Number:
Postsecondary Number: 0420.020204

01.0 DEMONSTRATE KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT--The student will be able to:

01.01 Describe the principles of child growth and development.
01.02 Describe the physical, emotional, intellectual, and social development of children from birth through age eight.
01.03 Explain how nutrition, genetics, heredity, environment, developmental disorders and physiological crises may influence the development of the child.
01.04 Demonstrate knowledge of the major theories of development and the use of that knowledge in understanding child growth and development.
01.05 Demonstrate the ability to list and discuss the developmental milestones of children, birth through age eight.

02.0 DEMONSTRATE KNOWLEDGE OF DISABLING CONDITIONS AND THEIR EFFECT ON DEVELOPMENT--The student will be able to:

02.01 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
02.02 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major: fine motor,; gross motor; cognitive; social/emotional; and self-help.
02.03 Discuss behavioral characteristics of children, birth through age eight who display mild, moderate and profound disabling conditions.
02.04 Identify interdisciplinary personnel and discuss specific contributions that interdisciplinary team members can make to the education, treatment and developmental programming of children, birth to age eight, with disabling conditions.
02.05 Target specific conditions that may require referral to interdisciplinary team members and/or other community resources for evaluation and/or program recommendations when needed.
02.06 Report accurate and descriptive information to lead teacher and/or interdisciplinary team members regarding behaviors of, and progress made by children with disabling conditions, birth through age eight.

03.0 DEMONSTRATE KNOWLEDGE OF EARLY CHILDHOOD EDUCATION--The student will be able to:

03.01 Describe the relationship of child development center philosophy and policy to program implementation.
03.02 Identify contemporary models of early childhood programs.

03.03 Demonstrate knowledge of appropriate scheduling and program planning.
03.04 Identify appropriate teaching techniques to meet various learning styles, and/or disabling conditions.
03.05 Design, construct, and/or adapt developmentally appropriate supplies and teaching materials.
03.06 Arrange learning centers for a variety of activities.
03.07 Implement developmentally appropriate special events.
03.08 Maintain children's records.
03.09 Demonstrate knowledge of the importance of play in children's development.
03.10 Support and implement positive child/adult interaction.

04.0 GUIDE PHYSICAL DEVELOPMENT--The student will be able to:

04.01 Demonstrate knowledge of physical development.
04.02 Implement developmentally appropriate gross motor activities.
04.03 Implement developmentally appropriate fine motor activities.
04.04 Identify appropriate equipment, materials, and space for physical development.
04.05 Under direction, utilize appropriate adaptive equipment and positioning techniques.
04.06 Demonstrate observation techniques and collect data on physical development.

05.0 GUIDE COGNITIVE LANGUAGE AND LITERACY DEVELOPMENT--The student will be able to:

05.01 Demonstrate knowledge of cognitive, language, and literacy development.
05.02 Implement developmentally appropriate language, literacy, and sensory activities.
05.03 Implement developmentally appropriate math activities.
05.04 Implement developmentally appropriate science activities.
05.05 Implement developmentally appropriate social science activities.
05.06 Implement problem solving activities which foster critical thinking skills.
05.07 Recognize and utilize alternative forms of communication when necessary.
05.08 Demonstrate observation techniques and collect data on cognitive language, literacy, and sensory development.

06.0 GUIDE CREATIVE DEVELOPMENT--The student will be able to:

06.01 Demonstrate knowledge of creative development.
06.02 Implement developmentally appropriate music activities.
06.03 Implement developmentally appropriate art activities.
06.04 Implement developmentally appropriate creative movement activities.
06.05 Demonstrate observation techniques and collect data on creative development.

07.0 GUIDE SOCIAL, SELF-HELP AND AFFECTIVE DEVELOPMENT--The student will be able to:

07.01 Demonstrate knowledge of social and affective development.
07.02 Implement activities which help children to develop interpersonal skills.
07.03 Implement developmentally appropriate self-concept activities.
07.04 Implement developmentally appropriate activities which promote multicultural understanding.
07.05 Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
07.06 Implement activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
07.07 Implement developmentally appropriate dramatic play activities.
07.08 Implement developmentally appropriate group and individual activities.
07.09 Demonstrate observation techniques and collect data on social and affective development.

08.0 DEMONSTRATE KNOWLEDGE OF APPROPRIATE METHODS OF GUIDANCE AND CLASSROOM MANAGEMENT--The student will be able to:

08.01 Demonstrate developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
08.02 Implement and foster a child-centered classroom based on nurturing and guidance.
08.03 List and discuss important variables in the background of children, birth through age eight, which might contribute to problem behavior, including but not limited to, physical, psychological, and behavioral factors.
08.04 Demonstrate positive guidance techniques.

09.0 INITIATE AND FACILITATE POSITIVE INTERACTION WITH THE CHILD'S FAMILY--The student will be able to:

09.01 Recognize the family as the primary provider for the child, having the ultimate approval of and primary responsibility for the care and development of the child, and support family members in this endeavor.
09.02 Recognize and be sensitive to varying family structures and families in transition.
09.03 Demonstrate knowledge of the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and their families.
09.04 Implement family involvement activities.
09.05 Demonstrate interpersonal skills.
09.06 Demonstrate positive and productive staff and family interactions.

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10.0 DEMONSTRATE KNOWLEDGE OF SAFETY, HEALTH AND NUTRITION--The student will be able to:

10.01 Demonstrate good health and safety habits and identify potential hazards in a child development facility.
10.02 Be certified in Infant/Child First Aid and Pediatric CPR and demonstrate maintenance of skills regularly.
10.03 Identify accidents common to children and perform appropriate first aid techniques.
10.04 Outline the steps to be taken in case of seizures, accidents or injury to a child.
10.05 Identify regulations and procedures for fire and other disasters.
10.06 Identify evacuation procedures.
10.07 Maintain a prepared, current list of phone numbers for contacting parents and emergency services such as poison control, fire and police, and medical assistance.
10.08 Demonstrate knowledge of specialized health care and environmental requirements.
10.09 Implement developmentally appropriate positioning and handling strategies for children with disabling conditions.
10.10 Implement developmentally appropriate safety activities.
10.11 Implement developmentally appropriate food preparation and nutrition education activities.
10.12 Implement developmentally appropriate health activities.
10.13 Recognize drug reactions and take appropriate follow up action.
10.14 Demonstrate observation techniques and collect data on safety, health, and nutrition.

11.0 DEMONSTRATE KNOWLEDGE OF FEDERAL/STATE LEGISLATION, AND LOCAL REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

11.01 Identify current regulations and legislation affecting the education and care of young children.
11.02 Identify the major areas of child care standards in Florida.
11.03 Identify child care facilities that require licensing.
11.04 Identify local day care standards that govern child care.
11.05 Identify the local licensing agency and list responsibilities of this agency.
11.06 Identify state minimal standards for screening of owners, operators, staff volunteers, and others.

12.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATIONS--The student will be able to:

12.01 Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
12.02 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment and neglect.
12.03 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
12.04 Identify the impact and effects of child abuse and neglect on children, families and society.

12.05 Identify current legislation that deals with child abuse and neglect.
12.06 Identify the requirements and protection of child care workers in reporting suspected child abuse or neglect as described in Florida law.
12.07 Identify state and local guidelines and procedures for reporting child abuse and neglect.
12.08 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
12.09 Identify local community resources that provide help for the abused and the abuser.
12.10 Demonstrate the appropriate procedures for reporting suspected child abuse and neglect.

13.0 DEMONSTRATE KNOWLEDGE OF COMMUNITY NEEDS AND RESOURCES--The student will be able to:

13.01 Identify state organizations and agencies that serve children and families.
13.02 Identify local community resources that serve children and families.
13.03 Identify purposes and functions of local community resources.
13.04 Identify organizations and agencies that provide services and assistance to children with disabling conditions and their families.
13.05 Demonstrate the ability to access community resources.

14.0 DEMONSTRATE PROFESSIONALISM--The student will be able to:

14.01 Identify and defend a personal philosophy of early childhood education which is consistent with developmentally appropriate practices.
14.02 Identify and demonstrate professional behavior including but not limited to ethics and confidentiality.
14.03 Participate as a positive and productive team member and role model.
14.04 Complete a self evaluation.
14.05 Plan and implement a self-improvement plan related to professional development.
14.06 Identify the professional organizations in the field and the goals and responsibilities of their members.
14.07 Maintain personal physical and mental health.
14.08 Participate as an advocate for issues related to children and families.

15.0 DEMONSTRATE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

15.01 Complete an observation record of one child.
15.02 Distinguish between collection and interpretation of data.
15.03 Apply observational information in working with children.
15.04 Identify and use appropriate appraisal methods.

16.0 DEMONSTRATE USE OF CLASSROOM MEDIA EQUIPMENT--The student will be able to:

16.01 Demonstrate successful operation of copy machines, a slide projector, a VCR, a computer, and a movie projector.
16.02 Demonstrate process of obtaining films, computer programs, and equipment.

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Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Child Development and Education
Occupational Area:	Family and Consumer Sciences
	PSV
CIP Number	0420.020203
Grade Level	College Credit
Length	AS Degree/63 hours
Certification	

I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for employment as child development center teachers, early intervention associates, child development center curriculum coordinators, infant/toddler teachers, preschool teachers, providers of care in school age programs, providers of care for children with disabling conditions, family day care providers, home visitors, child development center managers, or to provide supplementary training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, growth and development; early childhood education; establishing and maintaining a safe, clean, healthy, learning environment; guidance techniques and classroom management; communication; identification of child abuse and neglect; implementation of rules and regulations; nutrition; family interaction; legal and professional responsibilities; and employability skills. Programs prepare individuals to assume major caregiving and educational and/or managerial responsibilities in programs for infants, toddlers, and children.

II. **LABORATORY ACTIVITIES:** Instruction and learning activities are provided in a laboratory setting to integrate theory and practice. Observation and supervised work experience with children in a school laboratory and/or a community laboratory setting are an integral part of this program. Developmentally appropriate activities will focus on such areas as: language development, social competency, physical development, problem solving, and guidance and management techniques for home, classroom, and center based programs.

III. **SPECIAL NOTE:** The program includes Core Outcomes and Outcomes in seven Areas of Specialization. The Areas of Specialization are: Infant/Toddler; Preschool; School Age; Children with Disabling Conditions; Family Day Care; Home Visitor, and Child Development Center Manager. The student must successfully complete required courses in the Core and in one Area of Specialization. Field placements will reflect a student's Area of Specialization.

Students will be encouraged to participate in organizations and associated activities which are consistent with their professional goals. These include but are not limited to Early Childhood Association of Florida (ECAF), National Association for the Education of Young Children (NAEYC), and Council for Exceptional Children (CEC).

The standard credit hour length for this program is 63 according to SBR 6A-14.030.

IV. **INTENDED OUTCOMES**: After successfully completing this program, which is based on theories and research studies, the student will be able to:

Core

01.0 Demonstrate knowledge of growth and development.
02.0 Demonstrate various observations and recording methods.
03.0 Demonstrate an awareness of the importance of positive interactions with the family.
04.0 Demonstrate knowledge of state and local rules and regulations.
05.0 Demonstrate knowledge of child abuse and neglect.
06.0 Demonstrate knowledge of safety, health, and nutrition.
07.0 Demonstrate knowledge of disabling conditions.
08.0 Demonstrate knowledge of the early childhood education profession.
09.0 Demonstrate knowledge of community needs and resources.

Infant/Toddler Specialization

10.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment for infants and toddlers.
11.0 Guide physical development of infants and toddlers.
12.0 Guide cognitive, language, literacy, and sensory development of infants and toddlers.
13.0 Guide creative development of infants and toddlers.
14.0 Guide social and affective development of infants and toddlers.
15.0 Demonstrate knowledge of appropriate methods of guidance and classroom management for infants and toddlers.
16.0 Initiate and facilitate positive interaction with the family.
17.0 Demonstrate knowledge of early childhood education: infants/toddlers.

Preschool Specialization

18.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment for three, four, and five-year-old preschool children.
19.0 Guide the physical development of three, four, and five-year-old preschool children.
20.0 Guide the cognitive, language, and literacy development of three-, four-, and five-year-old preschool children.
21.0 Guide the creative development of three, four, and five-year-old preschool children.
22.0 Guide the social and affective development of three, four, and five-year-old preschool children.
23.0 Demonstrate knowledge of appropriate methods of guidance and classroom management for three, four, and five year old preschool children.

24.0 Initiate and facilitate positive interaction with the child's family.
25.0 Demonstrate knowledge of early childhood education: preschool.

School Age Specialization

26.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment for school age children.
27.0 Guide physical development of school age children.
28.0 Guide cognitive , language and literacy development of school age children.
29.0 Guide creative development of school age children.
30.0 Guide social and affective development of school age children.
31.0 Demonstrate knowledge of appropriate methods of guidance and classroom management.
32.0 Initiate and facilitate positive interaction with the family and school.
33.0 Demonstrate knowledge of early childhood education: school age.

Children With Disabling Conditions Specialization

34.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment.
35.0 Demonstrate knowledge of appropriate methods of guidance and program management.
36.0 Initiate and facilitate positive interaction with the family.

Family Day Care Specialization

37.0 Guide Physical Development.
38.0 Guide cognitive, language, and literacy development.
39.0 Guide creative development.
40.0 Guide social and affective development.
41.0 Demonstrate knowledge of appropriate methods of guidance and program management.
42.0 Initiate and facilitate positive interaction the family.
43.0 Demonstrate knowledge of early childhood education: Family Day Care.

Home Visitor Specialization

44.0 Help family members provide a safe environment to prevent and reduce injuries.
45.0 Help family members promote good health and nutrition and provide an environment that contributes to the prevention of illness.
46.0 Help family members to construct an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.
47.0 Help family members promote the physical development of children.
48.0 Show family members how to encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.

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49.0 Encourage family members to support children in understanding, acquiring, and using verbal and non-verbal means to communicate thoughts and feelings.

50.0 Help family members to encourage and guide exploratory activities.

51.0 Support family members in providing emotional security for each child.

52.0 To assist family members to provide an environment which encourages prosocial behavior.

53.0 To initiate and maintain an open, friendly, and cooperative relationship with each family.

Child Development Center Management

54.0 Demonstrate skills in managing the financial affairs of a child development center.

55.0 Develop a food service program to meet the nutritional needs of children.

56.0 Demonstrate knowledge of appropriate methods of guidance and program management.

57.0 Initiate and facilitate positive interaction with families.

58.0 Demonstrate leadership and organizational skills.

59.0 Demonstrate knowledge of early childhood education: Management.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Child Development And Education
Secondary Number:
Postsecondary Number: 0420.020203

Core

01.0 DEMONSTRATE KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT--The student will be able to:

01.01 Describe the principles of growth and development.
01.02 Describe physical, emotional, intellectual, creative, social, and language development.
01.03 Explain how nutrition, genetics, heredity, environment, developmental disorders and physiological crises may influence development.
01.04 Demonstrate knowledge of the major theories of development and the use of that knowledge in understanding growth and development.
01.05 Demonstrate the ability to identify and discuss developmental milestones.

02.0 DEMONSTRATE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

02.01 Identify and use appropriate methods for collecting information.
02.02 Complete an observational record.
02.03 Distinguish between collection and interpretation of data.
02.04 Apply observational information .

03.0 DEMONSTRATE AN AWARENESS OF THE IMPORTANCE OF POSITIVE INTERACTIONS WITH THE FAMILY--The student will be able to:

03.01 Recognize the family as primarily responsible for the care and development of the child, and support family members in this endeavor.
03.02 Recognize varying family structures .
03.03 Describe the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and families.
03.04 Describe family involvement activities.
03.05 Recognize and use interpersonal skills.
03.06 Describe positive and productive staff and family interactions.

04.0 DEMONSTRATE KNOWLEDGE OF STATE AND LOCAL RULES AND REGULATIONS--The student will be able to:

04.01 Identify the major areas of child care standards in Florida.
04.02 Identify child care facilities that require licensing.

04.03 Identify the local licensing agency and list responsibilities of this agency.
04.04 Identify local day care standards that govern child care.
04.05 Identify state minimal standards for screening of owners, operators, staff ,volunteers, and others.

05.0 DEMONSTRATE KNOWLEDGE OF CHILD ABUSE AND NEGLECT--The student will be able to:

05.01 Define physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
05.02 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
05.03 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
05.04 Identify the impact and effects of child abuse and neglect on children, families, and society.
05.05 Identify current legislation that deals with child abuse and neglect.
05.06 Identify the requirements and protection of child care workers in reporting suspected child abuse or neglect as described in Florida law.
05.07 Identify state and local guidelines and procedures for reporting child abuse and neglect.
05.08 Identify the role and responsibility of child care personnel in observing and reporting suspected child abuse and neglect.
05.09 Identify local community resources that provide help for the abused and the abuser.

06.0 DEMONSTRATE KNOWLEDGE OF SAFETY, HEALTH, AND NUTRITION--The student will be able to:

06.01 Identify good health and safety habits and potential hazards in a child development facility.
06.02 Identify sources of certification in First Aid and CPR .
06.03 Identify accidents common to children and appropriate first aid techniques.
06.04 Outline the steps to be taken in case of seizures, accidents, or injury to a child.
06.05 Identify regulations and procedures for fire and other disasters.
06.06 Identify evacuation procedures.
06.07 Construct a list of emergency phone numbers such as poison control, fire, police, and medical assistance.
06.08 Identify specialized health care and environmental requirements.
06.09 Identify developmentally appropriate positioning and handling strategies.
06.10 Identify developmentally appropriate safety activities.
06.11 Identify developmentally appropriate food preparation and nutrition education activities.
06.12 Identify drug reactions and appropriate follow up action

07.0 DEMONSTRATE KNOWLEDGE OF DISABLING CONDITIONS--The student will be able to:

07.01 Discuss factors that put a child at risk for developing disabling conditions.
07.02 Discuss impaired functioning in: fine motor; gross motor; cognitive; social/emotional development, and self-help skills.
07.03 Discuss behavioral characteristics of children who display mild, moderate, and profound disabling conditions.
07.04 Identify interdisciplinary team approaches to the education, treatment, and developmental programming of children with disabling conditions.
07.05 Identify specific conditions that require referral.

08.0 DEMONSTRATE KNOWLEDGE OF THE EARLY CHILDHOOD EDUCATION PROFESSION--The student will be able to:

08.01 Identify developmentally appropriate philosophies of early childhood education.
08.02 Identify professional behavior.
08.03 Recognize the value of self-evaluation.
08.04 Construct a professional development plan.
08.05 Identify professional organizations in the field and their purposes.
08.06 Discuss the rationale for services to children and families.
08.07 List the characteristics of a quality child development program.
08.08 Identify the types of programs for children.
08.09 Describe custodial, developmental, and comprehensive child care programs.
08.10 Identify features of family education programs.
08.11 Identify strategies for child advocacy.
08.12 Discuss the historical, philosophical, psychological, and sociological foundations of early childhood education.
08.13 Identify legislation which may provide funding for children.
08.14 Participate as a positive and productive team member.

09.0 DEMONSTRATE KNOWLEDGE OF COMMUNITY NEEDS AND RESOURCES--The student will be able to:

09.01 Identify state organizations and agencies that serve children and families.
09.02 Identify local community resources that serve children and families.
09.03 Identify purposes and functions of local community resources.
09.04 Identify organizations and agencies that provide services and assistance to children with disabling conditions and their families.
09.05 Discuss ways to access community resources.

Infant/Toddler Specialization

10.0 PLAN FOR, ESTABLISH, AND MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT FOR INFANTS AND TODDLERS--The student will be able to:

10.01 Demonstrate good health and safety practices.
10.02 Implement developmentally appropriate positioning and handling strategies for children.
10.03 Implement developmentally appropriate safety activities.
10.04 Implement developmentally appropriate health activities.
10.05 Implement developmentally appropriate food preparation and nutrition education activities.
10.06 Identify appropriate feeding techniques.
10.07 Demonstrate knowledge of safe auto and bus procedures.
10.08 Observe and collect data on safety, health, and nutrition.

11.0 GUIDE PHYSICAL DEVELOPMENT OF INFANTS AND TODDLERS--The student will be able to:

11.01 Demonstrate knowledge of physical development.
11.02 Implement developmentally appropriate gross motor activities.
11.03 Implement developmentally appropriate fine motor activities, including consideration for infants/toddlers with disabilities.
11.04 Identify appropriate equipment , materials, and space for physical development, including adaptive equipment.
11.05 Under direction, utilize appropriate adaptive equipment and positioning techniques.
11.06 Observe and collect data on physical development.

12.0 GUIDE COGNITIVE, LANGUAGE, LITERACY, AND SENSORY DEVELOPMENT OF INFANTS AND TODDLERS--The student will be able to:

12.01 Demonstrate knowledge of cognitive, language, literacy, and sensory development of children birth through 36 months.
12.02 Implement developmentally appropriate cognitive, language, literacy, and sensory activities.
12.03 Recognize and use alternative forms of communication.
12.04 Encourage problem solving in daily activities.
12.05 Recognize the role of imitation and repetition in infant/toddler behavior.
12.06 Use adaptive methods, media, and materials to meet individual needs.
12.07 Guide and encourage exploratory activities.
12.08 Recognize the importance of play and daily activities in sensory, cognitive, language, and literacy skills.
12.09 Recognize that quantitative and scientific concepts are imbedded in developmentally appropriate activities.
12.10 Observe and collect data on cognitive, language, literacy, and sensory development.

13.0 GUIDE CREATIVE DEVELOPMENT OF INFANTS AND TODDLERS--The student will be able to:

13.01 Demonstrate knowledge of creative development.
13.02 Implement developmentally appropriate music activities.
13.03 Implement developmentally appropriate art activities.
13.04 Implement developmentally appropriate creative movement activities.
13.05 Recognize the importance of spontaneity, flexibility, and unstructured materials
13.06 Recognize the importance of representational play.
13.07 Observe and collect data on creative development.

14.0 GUIDE SOCIAL AND AFFECTIVE DEVELOPMENT OF INFANTS AND TODDLERS--The student will be able to:

14.01 Demonstrate knowledge of social and affective development.
14.02 Implement activities which help children to develop interpersonal skills.
14.03 Implement developmentally appropriate self-concept activities.
14.04 Implement developmentally appropriate activities which promote multicultural understanding.
14.05 Implement activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
14.06 Implement developmentally appropriate dramatic play activities.
14.07 Guide infants/toddlers through periods of stress, separation, transition, and other crises.
14.08 Demonstrate knowledge of bonding and attachment and its importance in social development.
14.09 Help infants and toddlers accept their feelings, the feelings of others, and to express their feelings in culturally appropriate ways.
14.10 Understand the importance of the infant's cry and respond appropriately.
14.11 Understand and model appropriate comforting techniques.
14.12 Observe and collect data on social and affective development.

15.0 DEMONSTRATE KNOWLEDGE OF APPROPRIATE METHODS OF GUIDANCE AND CLASSROOM MANAGEMENT--The student will be able to:

15.01 Identity developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.
15.02 Foster a child-centered environment based on nurturing guidance.
15.03 Demonstrate knowledge of important background variables which may influence behavior.
15.04 Identify positive guidance techniques which foster the development of self control.

16.0 INITIATE AND FACILITATE POSITIVE INTERACTION WITH THE CHILD'S FAMILY--The student will be able to:

16.01 Implement parent involvement activities.
16.02 Demonstrate positive and productive staff and parent interactions.
16.03 Share information about child development and developmentally appropriate practices.
16.04 Identify methods for empowering families in their roles as advocates for their infants/toddlers.

17.0 DEMONSTRATE KNOWLEDGE OF EARLY CHILDHOOD EDUCATION: INFANTS/TODDLERS--The student will be able to:

17.01 Identify and evaluate contemporary models of infant/toddler education.
17.02 Develop plans to meet short and long term goals.
17.03 Identify appropriate teaching techniques to meet various learning styles and/or disability conditions.
17.04 Identify developmentally appropriate supplies and teaching materials.
17.05 Arrange learning centers for a variety of activities.
17.06 Implement developmentally appropriate special events.
17.07 Maintain records.
17.08 Discuss the importance of play in development.

Preschool Specialization

18.0 PLAN FOR, ESTABLISH, AND MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT FOR THREE, FOUR, AND FIVE YEAR OLD PRESCHOOL CHILDREN--The student will be able to:

18.01 Demonstrate good health and safety habits and identify potential hazards in a child development facility.
18.02 Demonstrate developmentally appropriate positioning and handling strategies for children.
18.03 Demonstrate developmentally appropriate safety activities.
18.04 Demonstrate developmentally appropriate food preparation and nutrition education activities.
18.05 Demonstrate developmentally appropriate health activities.
18.06 Observe and collect data on safety, health, and nutrition.

19.0 GUIDE THE PHYSICAL DEVELOPMENT OF THREE, FOUR, AND FIVE YEAR OLD PRESCHOOL CHILDREN--The student will be able to:

19.01 Demonstrate knowledge of physical development.
19.02 Plan developmentally appropriate gross motor activities.
19.03 Implement developmentally appropriate gross motor activities.
19.04 Plan developmentally appropriate fine motor activities.
19.05 Implement developmentally appropriate fine motor activities.
19.06 Select appropriate equipment and materials for physical development.
19.07 Observe and collect data on physical development.

20.0 GUIDE THE COGNITIVE, LANGUAGE, AND LITERACY DEVELOPMENT OF THREE, FOUR AND FIVE YEAR OLD PRESCHOOL CHILDREN--The student will be able to:

20.01 Demonstrate knowledge of cognitive, language, and literacy development.
20.02 Implement developmentally appropriate language and literacy activities.
20.03 Implement developmentally appropriate math activities.
20.04 Implement developmentally appropriate science activities.
20.05 Implement developmentally appropriate social science activities.
20.06 Implement problem solving activities which foster critical thinking skills.
20.07 Recognize and use alternative forms of communication.
20.08 Observe and collect data on cognitive, language, and literacy development.

21.0 GUIDE THE CREATIVE DEVELOPMENT OF THREE, FOUR, AND FIVE YEAR OLD PRESCHOOL CHILDREN--The student will be able to:

21.01 Demonstrate knowledge of creative development.
21.02 Implement developmentally appropriate music activities.
21.03 Implement developmentally appropriate art activities.
21.04 Implement developmentally appropriate creative movement activities.
21.05 Observe and collect data on creative development.

22.0 GUIDE THE SOCIAL AND AFFECTIVE DEVELOPMENT OF THREE, FOUR, AND FIVE YEAR OLD PRESCHOOL CHILDREN--The student will be able to:

22.01 Demonstrate knowledge of social and affective development.
22.02 Implement activities which help children to develop interpersonal skills.
22.03 Implement developmentally appropriate self-concept activities.
22.04 Implement developmentally appropriate activities which promote multicultural understanding.
22.05 Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
22.06 Implement activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
22.07 Implement developmentally appropriate dramatic play activities.
22.08 Implement developmentally appropriate group activities.
22.09 Observe and collect data on social and affective development.

23.0 DEMONSTRATE KNOWLEDGE OF APPROPRIATE METHODS OF GUIDANCE AND CLASSROOM MANAGEMENT FOR THREE, FOUR AND FIVE YEAR OLD PRESCHOOL CHILDREN--The student will be able to:

23.01 Demonstrate developmentally appropriate classroom management strategies: routines, scheduling, transitions, and room arrangement.

23.02 Implement a child-centered environment based on nurturing guidance.
23.03 Demonstrate knowledge of important background variables which may influence behavior.
23.04 Identify positive guidance techniques.

24.0 INITIATE AND FACILITATE POSITIVE INTERACTION WITH THE CHILD'S FAMILY--The student will be able to:

24.01 Demonstrate knowledge of the social, economic, cultural, linguistic, and political forces which have an impact on the lives of children and their families.
24.02 Implement parent involvement activities.
24.03 Demonstrate interpersonal skills.
24.04 Demonstrate positive and productive staff and parent interactions.

25.0 DEMONSTRATE KNOWLEDGE OF EARLY CHILDHOOD EDUCATION: PRESCHOOL--The student will be able to:

25.01 Identify and evaluate contemporary models of preschool education.
25.02 Develop plans to meet long and short term goals.
25.03 Implement plans to meet short and long term goals.
25.04 Identify appropriate teaching techniques to meet various learning styles and/or disabling conditions.
25.05 Identify developmentally appropriate supplies and teaching materials.
25.06 Arrange learning centers for a variety of activities.
25.07 Implement developmentally appropriate special events.
25.08 Maintain children's records.
25.09 Discuss the importance of play in children's development.

School Age Specialization

26.0 PLAN FOR, ESTABLISH, AND MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT FOR SCHOOL AGE CHILDREN--The student will be able to:

26.01 Demonstrate good health and safety practices and identify potential hazards in a school age program.
26.02 Review developmentally appropriate positioning and handling strategies for children with disabling conditions.
26.03 Recognize the symptoms of substance abuse and take appropriate follow up action.
26.04 Demonstrate knowledge of safe arrival and dismissal practices and policies.
26.05 Observe and collect data on safety, health, and nutrition.

27.0 GUIDE PHYSICAL DEVELOPMENT OF SCHOOL AGE CHILDREN--The student will be able to:

27.01 Demonstrate knowledge of physical development.
27.02 Implement developmentally appropriate gross motor activities.
27.03 Implement developmentally appropriate fine motor activities.

27.04 Identify appropriate equipment , materials, and space for physical development.
27.05 Observe and collect data on physical development.

28.0 GUIDE COGNITIVE, LANGUAGE AND LITERACY DEVELOPMENT OF SCHOOL AGE CHILDREN--The student will be able to:

28.01 Demonstrate knowledge of cognitive, language, and literacy development.
28.02 Reinforce and support language and literacy activities.
28.03 Reinforce and support math activities.
28.04 Reinforce and support science activities.
28.05 Reinforce and support social science activities.
28.06 Implement problem solving activities which foster critical thinking skills.
28.07 Recognize and use alternative forms of communication.
28.08 Observe and collect data on cognitive, language, and literacy development.

29.0 GUIDE CREATIVE DEVELOPMENT OF SCHOOL AGE CHILDREN--The student will be able to:

29.01 Demonstrate knowledge of creative development.
29.02 Implement developmentally appropriate music activities.
29.03 Implement developmentally appropriate art activities.
29.04 Implement developmentally appropriate creative movement activities.
29.05 Observe and collect data on cognitive, language and literacy development.

30.0 GUIDE SOCIAL AND AFFECTIVE DEVELOPMENT OF SCHOOL AGE CHILDREN--The student will be able to:

30.01 Demonstrate knowledge of social and affective development.
30.02 Implement activities which help children to develop interpersonal skills.
30.03 Implement developmentally appropriate self-concept activities.
30.04 Implement developmentally appropriate activities which promote multicultural understanding.
30.05 Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
30.06 Implement activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
30.07 Implement developmentally appropriate dramatic activities.
30.08 Implement developmentally appropriate group and individual activities and games.
30.09 Implement cooperative learning strategies and mentoring buddies.
30.10 Observe and collect data on social and affective development.

31.0 DEMONSTRATE KNOWLEDGE OF APPROPRIATE METHODS OF GUIDANCE AND CLASSROOM MANAGEMENT--The student will be able to:

31.01 Identify developmentally appropriate child guidance techniques.
31.02 Use various guidance models: behavior modification, human relations, social learning.
31.03 Implement a child-centered environment based on nurturing guidance.
31.04 Demonstrate knowledge of important background variables which may influence behavior.

32.0 INITIATE AND FACILITATE POSITIVE INTERACTION WITH THE FAMILY AND SCHOOL--The student will be able to:

32.01 Identify family involvement activities.
32.02 Use positive and productive staff and parent interactions.
32.03 Identify policies, procedures, and rules of the school age program.
32.04 Support and reinforce assignments from the child's primary classroom.

33.0 DEMONSTRATE KNOWLEDGE OF EARLY CHILDHOOD EDUCATION: SCHOOL AGE--The student will be able to:

33.01 Describe the philosophy and policies of a school age program.
33.02 Demonstrate knowledge of appropriate scheduling and program planning.
33.03 Identify appropriate teaching techniques to meet various learning styles and/or handicapping conditions.
33.04 Design, construct, and/or adapt developmentally appropriate supplies and teaching materials.
33.05 Arrange learning centers for a variety of activities.
33.06 Implement developmentally appropriate special events.
33.07 Maintain children's records.
33.08 Demonstrate knowledge of the importance of play in children's development.
33.09 Support and implement positive child/adult interaction.

Children With Disabling Conditions Specialization

34.0 PLAN FOR, ESTABLISH, AND MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

34.01 Demonstrate good health and safety habits and identify potential hazards in a child development facility.
34.02 Implement developmentally appropriate positioning and handling strategies for children with disabling conditions.
34.03 Implement developmentally appropriate safety activities.
34.04 Implement developmentally appropriate health activities.
34.05 Implement developmentally appropriate food preparation and nutrition education activities.
34.06 Recognize drug reactions and take appropriate follow-up action.
34.07 Ensure that play equipment is safe and in good repair.

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34.08 Demonstrate knowledge of safe auto and bus procedures.
34.09 Observe and collect data on safety, health, and nutrition.

35.0 DEMONSTRATE KNOWLEDGE OF APPROPRIATE METHODS OF GUIDANCE AND PROGRAM MANAGEMENT--The student will be able to:

35.01 Demonstrate developmentally appropriate program management strategies: routines, scheduling, transitions, and room arrangement.
35.02 Foster a child-centered program based on nurturing guidance.
35.03 Demonstrate knowledge of important background variables which may influence behavior.
35.04 Use positive guidance techniques.

36.0 INITIATE AND FACILITATE POSITIVE INTERACTION WITH THE FAMILY--The student will be able to:

36.01 Implement family involvement activities.
36.02 Demonstrate positive and productive staff and family interactions.

Family Day Care Specialization

37.0 GUIDE PHYSICAL DEVELOPMENT--The student will be able to:

37.01 Demonstrate knowledge of physical development.
37.02 Plan developmentally appropriate gross motor activities.
37.03 Implement developmentally appropriate gross motor activities.
37.04 Plan developmentally appropriate fine motor activities.
37.05 Implement developmentally appropriate fine motor activities.
37.06 Select appropriate equipment and materials for physical development.
37.07 Observe and collect data on physical development.

38.0 GUIDE COGNITIVE, LANGUAGE, AND LITERACY DEVELOPMENT--The student will be able to:

38.01 Demonstrate knowledge of cognitive, language, and literacy development.
38.02 Implement developmentally appropriate language and literacy activities.
38.03 Implement developmentally appropriate math activities.
38.04 Implement developmentally appropriate science activities.
38.05 Implement developmentally appropriate social science activities.
38.06 Implement problem solving activities which foster critical thinking skills.
38.07 Recognize and use alternative forms of communication.
38.08 Observe and collect data on cognitive, language, and literacy development.

39.0 GUIDE CREATIVE DEVELOPMENT--The student will be able to:

39.01 Demonstrate knowledge of creative development.
39.02 Implement developmentally appropriate music activities.
39.03 Implement developmentally appropriate art activities.
39.04 Implement developmentally appropriate creative movement activities.
39.05 Observe and collect data on creative development.

40.0 GUIDE SOCIAL AND AFFECTIVE DEVELOPMENT--The student will be able to:

40.01 Demonstrate knowledge of social and affective development.
40.02 Implement activities which help children to develop interpersonal skills.
40.03 Implement developmentally appropriate self-concept activities.
40.04 Implement developmentally appropriate activities which promote multicultural understanding.
40.05 Implement activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
40.06 Implement activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.
40.07 Implement developmentally appropriate dramatic play activities.
40.08 Implement developmentally appropriate group activities.
40.09 Observe and collect data on social and affective development.

41.0 DEMONSTRATE KNOWLEDGE OF APPROPRIATE METHODS OF GUIDANCE AND PROGRAM MANAGEMENT--The student will be able to:

41.01 Demonstrate developmentally appropriate program management strategies: routines, scheduling, transitions, and room arrangement.
41.02 Implement and foster a child-centered program based on nurturing guidance.
41.03 Use positive guidance techniques.

42.0 INITIATE AND FACILITATE POSITIVE INTERACTION THE FAMILY--The student will be able to:

42.01 Practice positive and productive interactions between the provider and the: (a) child and child's family, (b) staff on call, (c) provider's family

43.0 DEMONSTRATE KNOWLEDGE OF EARLY CHILDHOOD EDUCATION: FAMILY DAY CARE--The student will be able to:

43.01 Identify contemporary models of family day care programs.
43.02 Develop plans to meet long and short term goals.
43.03 Implement plans to meet short and long term goals.
43.04 Identify appropriate teaching techniques to meet various learning styles and/or disabling conditions.
43.05 Identify developmentally appropriate supplies and teaching materials.

43.06 Arrange learning centers for a variety of activities.
43.07 Implement developmentally appropriate special events.
43.08 Maintain children's records.
43.09 Discuss the importance of play in children's development.

Home Visitor Specialization

44.0 HELP FAMILY MEMBERS PROVIDE A SAFE ENVIRONMENT TO PREVENT AND REDUCE INJURIES--The student will be able to assist the family by:

44.01 Identifying good safety habits and identifying potential hazards in the home.
44.02 Identifying accidents common to children and sources of help
44.03 Outlining the steps to be taken in case of accident and injury to a child.

45.0 HELP FAMILY MEMBERS PROMOTE GOOD HEALTH AND NUTRITION AND PROVIDE AN ENVIRONMENT THAT CONTRIBUTES TO THE PREVENTION OF ILLNESS--The student will be able to assist the family by:

45.01 Demonstrating good health habits.
45.02 Sharing knowledge of basic nutritional needs with the family.

46.0 HELP FAMILY MEMBERS TO CONSTRUCT AN INTERESTING, SECURE, AND ENJOYABLE ENVIRONMENT THAT ENCOURAGES PLAY, EXPLORATION, AND LEARNING--The student will be able to assist the family by:

46.01 Sharing information about the ways children learn at different ages.
46.02 Identifying spontaneous opportunities for learning throughout the day.
46.03 Creating a protected place which promotes uninterrupted play.
46.04 Providing the family with information about community resources.

47.0 HELP FAMILY MEMBERS PROMOTE THE PHYSICAL DEVELOPMENT OF CHILDREN--The student will be able to assist the family by:

47.01 Sharing knowledge of physical development.
47.02 Demonstrating developmentally appropriate gross motor activities.
47.03 Demonstrating developmentally appropriate fine motor activities.
47.04 Identifying appropriate equipment, materials, and space for physical development.
47.05 Demonstrating the use of adaptive equipment and positioning techniques.

48.0 SHOW FAMILY MEMBERS HOW TO ENCOURAGE CURIOSITY, EXPLORATION, AND PROBLEM SOLVING APPROPRIATE TO THE DEVELOPMENTAL LEVELS AND LEARNING STYLES OF CHILDREN--The student will be able to assist the family by:

48.01 Presenting problem solving activities which foster critical thinking skills.

48.02 Helping them to understand their crucial role in their children's learning.
48.03 Demonstrating the use of observation of children's play to assess readiness for new experiences.

49.0 ENCOURAGE FAMILY MEMBERS TO SUPPORT CHILDREN IN UNDERSTANDING, ACQUIRING, AND USING VERBAL AND NON-VERBAL MEANS TO COMMUNICATE THOUGHTS AND FEELINGS--The student will be able to assist the family by:

49.01 Sharing knowledge of cognitive, language, and literacy development.
49.02 Implementing developmentally appropriate language and literacy activities.

50.0 HELP FAMILY MEMBERS TO ENCOURAGE AND GUIDE EXPLORATORY ACTIVITIES--The student will be able to assist the family by:

50.01 Sharing knowledge of creative development.
50.02 Demonstrating developmentally appropriate music activities.
50.03 Demonstrating developmentally appropriate art activities.
50.04 Demonstrating developmentally appropriate creative movement activities.

51.0 SUPPORT FAMILY MEMBERS IN PROVIDING EMOTIONAL SECURITY FOR EACH CHILD--The student will be able to assist the family by:

51.01 Sharing knowledge of social and affective development.
51.02 Demonstrating activities which help children to develop interpersonal skills.
51.03 Demonstrating developmentally appropriate self-concept activities.
51.04 Demonstrating developmentally appropriate activities which promote multicultural understanding.
51.05 Demonstrating activities which help children to gain developmentally appropriate awareness of, and understanding of, oppressive beliefs and behaviors.
51.06 Demonstrating activities which help children gain appropriate tools for countering the hurtful impact of bias on themselves and their peers.

52.0 TO ASSIST FAMILY MEMBERS TO PROVIDE AN ENVIRONMENT WHICH ENCOURAGES PROSOCIAL BEHAVIOR--The student will be able to assist the family by:

52.01 Sharing information about a variety of positive guidance methods.
52.02 Demonstrating developmentally appropriate guidance methods.
52.03 Teaching them how to anticipate confrontations between children.
52.04 Helping them to address problem behavior rather than labeling the child.
52.05 Helping them relate guidance methods to the personality and developmental level of each child.

53.0 TO INITIATE AND MAINTAIN AN OPEN, FRIENDLY, AND COOPERATIVE RELATIONSHIP WITH EACH FAMILY--The student will be able to assist the family by:

53.01 Implementing parent involvement activities.
53.02 Using good interpersonal skills.

Child Development Center Management Specialization

54.0 DEMONSTRATE SKILLS IN MANAGING THE FINANCIAL AFFAIRS OF A CHILD DEVELOPMENT CENTER--The student will be able to:

54.01 Identify costs to consider in establishing a child development center.
54.02 Identify income resources for a child development center.
54.03 Identify operating expenses for a child development center.
54.04 Develop a marketing plan.
54.05 Discuss the purpose of a budget and develop a sample budget suitable for a child development center.
54.06 List the expenses a child development center owner might have that would reduce profits.
54.07 Identify necessary financial records to be kept by the manager of a child development center.
54.08 Define relevant financial terminology.

55.0 DEVELOP A FOOD SERVICE PROGRAM TO MEET THE NUTRITIONAL NEEDS OF CHILDREN--The student will be able to:

55.01 List issues to consider when planning meals and snacks based on the established meal patterns for child care programs.
55.02 Identify recommended daily nutritional requirements for children between birth and twelve years of age.
55.03 Plan for the preparation and serving of nutritious snacks and meals.
55.04 Recommend ways to manage mealtime situations.
55.05 List ways to encourage positive food choices and good eating habits.
55.06 Supervise and evaluate food service personnel.

56.0 DEMONSTRATE KNOWLEDGE OF APPROPRIATE METHODS OF GUIDANCE AND PROGRAM MANAGEMENT--The student will be able to:

56.01 Demonstrate developmentally appropriate program management strategies: routines, scheduling, transitions, and room arrangement.
56.02 Implement and foster a child-centered program based on nurturing guidance.
56.03 Demonstrate knowledge of important background information which may influence behavior.
56.04 Demonstrate positive guidance techniques.

57.0 INITIATE AND FACILITATE POSITIVE INTERACTION WITH FAMILIES--The student will be able to:

57.01 Plan, organize, and implement family-center communication.
57.02 Plan, organize, and implement parent involvement activities.
57.03 Develop plans for supporting parents by keeping them informed about program activities, child development, managing children, and good childbearing practices.
57.04 Describe ways child care personnel can be supportive of the family's efforts with the child.
57.05 Identify a written child care policy which could be given to families.
57.06 Recognize cultural diversity.

58.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

58.01 Identify procedures for obtaining and retaining state and/or local licenses.
58.02 Identify factors that determine the composition of the child development center staff.
58.03 Identity the duties of child development center personnel and construct and implement job descriptions.
58.04 Identify professional development opportunities.
58.05 Describe procedures for the recruitment, selection, evaluation, retention and/ or termination of staff.
58.06 Describe techniques for fostering staff motivation and morale.
58.07 Develop short and long term planning for a child development center.
58.08 Identify developmentally appropriate program activities.
58.09 Identify developmentally appropriate resource material, equipment, and supplies.
58.10 Identify and evaluate the types of records required for managing a child development center.
58.11 Identify ways to save management problems.
58.12 Demonstrate knowledge of conditions leading to potential litigation.

59.0 DEMONSTRATE KNOWLEDGE OF EARLY CHILDHOOD EDUCATION: MANAGEMENT--The student will be able to:

59.01 Define and describe the philosophy and policies of a child development center.
59.02 Identify and evaluate contemporary models of early childhood programs.
59.03 Develop plans to meet long and short term goals.
59.04 Identify developmentally appropriate supplies and teaching materials.
59.05 Plan developmentally appropriate special events such as field-trips, holiday programs, and use of resource people.
59.06 Implement developmentally appropriate special events.
59.07 Maintain children's records.
59.08 Discuss knowledge of the importance of play in children's development.

Florida Department Of Education
CLUSTER CURRICULUM FRAMEWORK

Cluster Title:	Decor And Design Services
Cluster Type:	Job Preparatory
Occupational Area:	Family And Consumer Sciences
Components:	Two Programs, Two Occupational Completion Points

	Secondary	PSAV
Grade Level	9-12, 30, 31	30, 31
Length	3 credits	1050 hours
Facility Code	203	203
VSO	FHA/HERO	HERO
Co-op Method	Yes	Yes
Apprenticeship	Yes	Yes

I. **PURPOSE:** The purpose of this program is to prepare students for employment or advanced training in the residential and commercial decoration and design industry. This program also provides supplemental training for persons previously or currently employed in the decoration and design industry.

This program focuses on broad, transferable skills, stresses the understanding of all aspects of the residential and commercial decoration and design industry, and demonstrates such elements of the industry as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

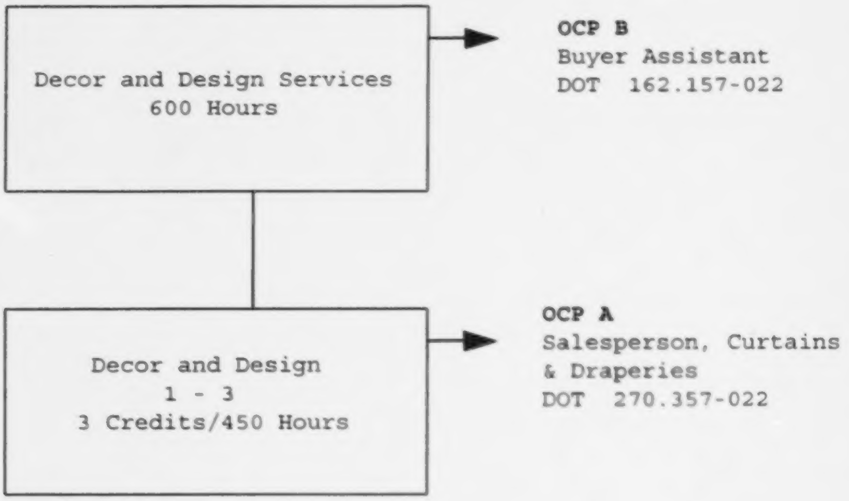
II. **CLUSTER STRUCTURE:** This program is a planned sequence of instruction consisting of two occupational completion points. The recommended sequence allows students to complete specified portions of the program for employment or to remain for advanced training. A student who completes the applicable competencies at the first occupational completion point may either continue the training program or terminate as an occupational completer.

Decor and Design 1 through 3 may be offered at both secondary and postsecondary adult vocational (PSAV) levels. However, Decor and Design Service is recommended for PSAV only.

Students who go through the program Decor and Design have completed the core of the PSAV program Decor and Design Services.

The following diagram illustrates the program structure:

Decor and Design Services


Decor and Design Services
600 Hours
OCP B
Buyer Assistant
DOT 162.157-022
Decor and Design
1 - 3
3 Credits/450 Hours
OCP A
Salesperson, Curtains
& Draperies
DOT 270.357-022

At the secondary level, the Decor and Design Services program consists of the following courses:

8527010 - DECOR AND DESIGN - 3 Secondary Credits
    8527011 - Decor and Design 1
    8527012 - Decor and Design 2
    8527013 - Decor and Design 3

V040503 - DECOR AND DESIGN SERVICES

III. **LABORATORY ACTIVITIES**: Classroom, shop, and laboratory activities and computer-aided design systems are an integral part of this program. These activities include training in the general maintenance and safe use of all instructional resources. A generic equipment list for this program is available.

IV. **SPECIAL NOTE**: FHA/HERO (Future Homemakers of America/Home Economics Related Occupations) is the appropriate vocational student organization (VSO) for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

This program may be offered in postsecondary adult vocational (PSAV) courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643, F.S.

The cooperative method of instruction, on-the-job training (OJT), is appropriate for this program. Whenever the cooperative method is offered, the following are required for each student: (1) a training plan that is signed by the student, teacher, and employer and that includes instructional objectives and a list of on-the-job and in-school learning experiences and (2) a workstation that reflects the equipment, skills, and tasks relevant to the occupation that the student has chosen as a career goal. The student must be paid for work performed.

In accordance with Rule 6A-10.040, FAC, the minimum basic-skills grade levels required for postsecondary adult vocational students to exit the program are listed before the intended outcomes for the program. These grade-level numbers correspond to grade-equivalent scores obtained on one of the state-designated basic-skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be provided concurrently in the System for Applied Individualized Learning (SAIL) or a remedial lab. Please refer to the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class for which modifications to the curriculum framework have been made, the particular outcomes and student performance standards that the student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

SCANS Competencies: To accomplish the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies, the instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities and higher-order thinking skills.

Program Title: DECOR AND DESIGN

July 1996

Florida Department Of Education
INTENDED OUTCOMES

	Secondary
Program Numbers	**8527010**
CIP Number	0404.050102
Grade Level	9-12, 30, 31
Length	3 Credits
Certification	HOMEMAKING @2 ¢7 HOME EC 1 @2 GEN HME EC @2 @4 HME EC OCC ¢7 VOC HME EC @2 @4
Basic Skills	
Math	
Language	
Reading	

INTENDED OUTCOMES: After successfully completing the appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A

SALESPERSON, CURTAINS AND DRAPERIES - DOT Code 270.357-022

01.0 Demonstrate a knowledge of decor and design profession.
02.0 Describe the relationship of human factors to the housing environment.
03.0 Analyze the principles of color and design.
04.0 Describe the basic interior-design components.
05.0 Exhibit employability skills.
06.0 Demonstrate an understanding of the elements and principles of design.
07.0 Explain the importance of energy conservation in design.
08.0 Select and use tools and equipment safely.
09.0 Demonstrate sales skills.
10.0 Demonstrate leadership and membership skills.
11.0 Plan and develop a design project.
12.0 Demonstrate sales techniques in decor and design.
13.0 Demonstrate employability skills.
14.0 Demonstrate an understanding of entrepreneurship.

July 1996

Florida Department Of Education
STUDENT PERFORMANCE STANDARDS

Program Title:	Decor And Design
Secondary Number:	8527010
Postsecondary Number:	

01.0 DEMONSTRATE A KNOWLEDGE OF DECOR AND DESIGN PROFESSION--The student will be able to:

01.01 Explain the roles and importance of the decor and design industry in the quality of life.
01.02 Identify employment, career-growth, and advanced-training opportunities in the decor and design profession.
01.03 Identify responsibilities for each job in the career ladder.
01.04 Explain training needs for career advancement.
01.05 Analyze the personal and professional qualities required for employment in the profession.

02.0 DESCRIBE THE RELATIONSHIP OF HUMAN FACTORS TO THE HOUSING ENVIRONMENT--The student will be able to:

02.01 Explain the impact of human factors (such as psychological, physiological, and social needs) on housing decisions.
02.02 Compare housing alternatives.
02.03 Describe the housing modifications necessary to accommodate the special needs of family members.
02.04 Describe the impact of human needs and wants on the cost of housing.
02.05 Describe the importance of barrier-free design.

03.0 ANALYZE THE PRINCIPLES OF COLOR AND DESIGN--The student will be able to:

03.01 Identify the elements and principles of design.
03.02 Apply the elements and principles of design to housing environments.
03.03 Use color and color schemes in design.

04.0 DESCRIBE THE BASIC INTERIOR-DESIGN COMPONENTS--The student will be able to:

04.01 Describe the basic characteristics and uses of floor coverings, wall treatments, window treatments, and accessories.
04.02 Describe the basic characteristics and uses of window treatments and accessories.
04.03 Identify various furniture styles.
04.04 Select furnishings for specific spaces.

05.0 EXHIBIT EMPLOYABILITY SKILLS--The student will be able to:

05.01 Identify job-availability and advanced-training opportunities.
05.02 Demonstrate productive work habits and positive attitudes.
05.03 Demonstrate acceptable personal and professional hygiene.

05.04 Apply the principles of time management, work simplification, and teamwork when performing assigned tasks.
05.05 Demonstrate pride in the quality of work performed.

06.0 DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DESIGN--The student will be able to:

06.01 Explain the elements of design in relation to the interior environment:
   a. texture
   b. pattern
   c. line
   d. form and shape
   e. space
   f. color
   g. light
06.02 Explain the principles of interior design:
   a. proportion
   b. scale
   c. balance
   d. rhythm
   e. emphasis
   f. harmony

07.0 EXPLAIN THE IMPORTANCE OF ENERGY CONSERVATION IN DESIGN--The student will be able to:

07.01 Identify the methods and materials used to increase energy efficiency.
07.02 Explain the importance of energy conservation in design.
07.03 Identify energy sources.
07.04 Analyze energy conservation concerns affecting future design concepts.

08.0 SELECT AND USE TOOLS AND EQUIPMENT SAFELY--The student will be able to:

08.01 Identify the tools and equipment used in decor and design services.
08.02 Select the appropriate tools and equipment for assigned projects.
08.03 Demonstrate the proper and safe use of tools and equipment.
08.04 Clean and maintain various types of tools and equipment.
08.05 Keep an inventory record of tools, equipment, supplies, and materials, using computer-application software, if possible.
08.06 Explain the importance of observing Occupational Safety and Health Administration (OSHA) rules and regulations.

09.0 DEMONSTRATE SALES SKILLS--The student will be able to:

09.01 Exercise self-control.
09.02 Identify and demonstrate appropriate responses to criticism and praise.
09.03 Recognize the relationship between positive human relations and success in the industry.

09.04 Demonstrate respect for the customer's desires and property.
09.05 Read and interpret pricing tables and diagrams of products.
09.06 Fill out sales receipts, purchase orders, and invoices.

10.0 DEMONSTRATE LEADERSHIP AND MEMBERSHIP SKILLS--The student will be able to:

10.01 Identify student and professional organizations, their purposes, and their functions.
10.02 Explain the roles and responsibilities of the member.
10.03 Exhibit cooperative behavior as a team member to achieve organizational goals.
10.04 Develop a personal-growth plan.

11.0 PLAN AND DEVELOP A DESIGN PROJECT--The student will be able to:

11.01 Plan a design project, using established criteria.
11.02 Calculate the areas, sizes, circumferences, square footage, etc., of a design project.
11.03 Select appropriate materials and products for the project (such as floor covering, window treatment, wall treatment, upholstery, and accessories), applying the principles of color and design.
11.04 Measure and calculate the materials needed.
11.05 Estimate the number of products needed.
11.06 Calculate the cost of materials and products for the project.
11.07 Develop the design project, using computer technology, if available.

12.0 DEMONSTRATE SALES TECHNIQUES IN DECOR AND DESIGN--The student will be able to:

12.01 Ask and answer questions coherently and concisely.
12.02 Read and follow written instructions or listen to and follow oral instructions.
12.03 Give sales presentations orally and in writing.
12.04 Find information on sales products and services.
12.05 Recommend decor and design products that meet the customer's needs.
12.06 Demonstrate appropriate computer and telecommunication skills.
12.07 Perform sales transactions using computer skills.

13.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

13.01 Identify the documents that may be required for a job application.
13.02 Complete a job application.
13.03 Demonstrate competence in job-interview techniques.
13.04 Demonstrate a knowledge of how to make job changes appropriately.
13.05 Demonstrate ethical practices and responsibilities.
13.06 Describe the importance of a drug-free workplace.
13.07 Explain the importance of a good driving record on employment opportunities.

13.08 Describe Florida's "Right-to-Know" Law, as recorded in the Florida Statutes, Chapter 442.
13.09 Explain the importance of confidentiality in the workplace.

14.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

14.01 Define "entrepreneurship."
14.02 Debate the advantages and disadvantages of business ownership.
14.03 Describe the responsibility of the entrepreneur.

Program: 8527010 Decor and Design

July 1997

Florida Department Of Education
STUDENT PERFORMANCE STANDARDS

Course Number:	8527011
Course Title:	Decor and Design 1
Course Credit:	1

COURSE DESCRIPTION:

This course is designed to help students develop competencies in the areas of the relationship of human factors to the housing environment, the principles of color and design, the basic interior-design components, and basic employability skills.

01.0 DEMONSTRATE A KNOWLEDGE OF DECOR AND DESIGN PROFESSION--The student will be able to:

01.01 Explain the roles and importance of the decor and design industry in the quality of life.
01.02 Identify employment, career-growth, and advanced-training opportunities in the decor and design profession.
01.03 Identify responsibilities for each job in the career ladder.
01.04 Explain training needs for career advancement.
01.05 Analyze the personal and professional qualities required for employment in the profession.

02.0 DESCRIBE THE RELATIONSHIP OF HUMAN FACTORS TO THE HOUSING ENVIRONMENT--The student will be able to:

02.01 Explain the impact of human factors (such as psychological, physiological, and social needs) on housing decisions.
02.02 Compare housing alternatives.
02.03 Describe the housing modifications necessary to accommodate the special needs of family members.
02.04 Describe the impact of human needs and wants on the cost of housing.
02.05 Describe the importance of barrier-free design.

03.0 ANALYZE THE PRINCIPLES OF COLOR AND DESIGN--The student will be able to:

03.01 Identify the elements and principles of design.
03.02 Apply the elements and principles of design to housing environments.
03.03 Use color and color schemes in design.

04.0 DESCRIBE THE BASIC INTERIOR-DESIGN COMPONENTS--The student will be able to:

04.01 Describe the basic characteristics and uses of floor coverings, wall treatments, window treatments, and accessories.
04.02 Describe the basic characteristics and uses of window treatments and accessories.

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04.03 Identify various furniture styles.
04.04 Select furnishings for specific spaces.

05.0 EXHIBIT EMPLOYABILITY SKILLS--The student will be able to:

05.01 Identify job-availability and advanced-training opportunities.
05.02 Demonstrate productive work habits and positive attitudes.
05.03 Demonstrate acceptable personal and professional hygiene.
05.04 Apply the principles of time management, work simplification, and teamwork when performing assigned tasks.
05.05 Demonstrate pride in the quality of work performed.

Florida Department Of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8527012
Course Title: Decor and Design 2
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to help students develop competencies in the areas of energy conservation in design, tools and equipment, and leadership and membership development.

06.0 DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DESIGN--The student will be able to:

06.01 Explain the elements of design in relation to the interior environment:
  a. texture
  b. pattern
  c. line
  d. form and shape
  e. space
  f. color
  g. light
06.02 Explain the principles of interior design:
  a. proportion
  b. scale
  c. balance
  d. rhythm
  e. emphasis
  f. harmony

07.0 EXPLAIN THE IMPORTANCE OF ENERGY CONSERVATION IN DESIGN--The student will be able to:

07.01 Identify the methods and materials used to increase energy efficiency.
07.02 Explain the importance of energy conservation in design.
07.03 Identify energy sources.
07.04 Analyze energy conservation concerns affecting future design concepts.

08.0 SELECT AND USE TOOLS AND EQUIPMENT SAFELY--The student will be able to:

08.01 Identify the tools and equipment used in decor and design services.
08.02 Select the appropriate tools and equipment for assigned projects.
08.03 Demonstrate the proper and safe use of tools and equipment.
08.04 Clean and maintain various types of tools and equipment.

08.05 Keep an inventory record of tools, equipment, supplies, and materials, using computer-application software, if possible.
08.06 Explain the importance of observing Occupational Safety and Health Administration (OSHA) rules and regulations.

09.0 DEMONSTRATE SALES SKILLS--The student will be able to:

09.01 Exercise self-control.
09.02 Identify and demonstrate appropriate responses to criticism and praise.
09.03 Recognize the relationship between positive human relations and success in the industry.
09.04 Demonstrate respect for the customer's desires and property.
09.05 Read and interpret pricing tables and diagrams of products.
09.06 Fill out sales receipts, purchase orders, and invoices.

10.0 DEMONSTRATE LEADERSHIP AND MEMBERSHIP SKILLS--The student will be able to:

10.01 Identify student and professional organizations, their purposes, and their functions.
10.02 Explain the roles and responsibilities of the member.
10.03 Exhibit cooperative behavior as a team member to achieve organizational goals.
10.04 Develop a personal-growth plan.

Program: 8527010 Decor and Design

July 1997

Florida Department Of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8527013
Course Title: Decor and Design 3
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to help students develop competencies in the areas of project design, sales techniques,employability skills, and entrepreneurship skills.

11.0 PLAN AND DEVELOP A DESIGN PROJECT--The student will be able to:

11.01 Plan a design project, using established criteria.
11.02 Calculate the areas, sizes, circumferences, square footage, etc., of a design project.
11.03 Select appropriate materials and products for the project (such as floor covering, window treatment, wall treatment, upholstery, and accessories), applying the principles of color and design.
11.04 Measure and calculate the materials needed.
11.05 Estimate the number of products needed.
11.06 Calculate the cost of materials and products for the project.
11.07 Develop the design project, using computer technology, if available.

12.0 DEMONSTRATE SALES TECHNIQUES IN DECOR AND DESIGN--The student will be able to:

12.01 Ask and answer questions coherently and concisely.
12.02 Read and follow written instructions or listen to and follow oral instructions.
12.03 Give sales presentations orally and in writing.
12.04 Find information on sales products and services.
12.05 Recommend decor and design products that meet the customer's needs.
12.06 Demonstrate appropriate computer and telecommunication skills.
12.07 Perform sales transactions using computer skills.

13.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

13.01 Identify the documents that may be required for a job application.
13.02 Complete a job application.
13.03 Demonstrate competence in job-interview techniques.
13.04 Demonstrate a knowledge of how to make job changes appropriately.
13.05 Demonstrate ethical practices and responsibilities.

13.06 Describe the importance of a drug-free workplace.

13.07 Explain the importance of a good driving record on employment opportunities.

13.08 Describe Florida's "Right-to-Know" Law, as recorded in the Florida Statutes, Chapter 442.

13.09 Explain the importance of confidentiality in the workplace.

14.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

14.01 Define "entrepreneurship."

14.02 Debate the advantages and disadvantages of business ownership.

14.03 Describe the responsibility of the entrepreneur.

Program Title: Decor And Design Services

July 1996

Florida Department Of Education
INTENDED OUTCOMES

	PSAV
Program Numbers	**V040503**
CIP Number	0404050103
Grade Level	30, 31
Length	1050 Hours
Certification	HOMEMAKING @2 @7 G HOME EC 1 @2 GEN HME EC @2 @4 HME EC OCC @7 G VOC HME EC @2 @4
Basic Skills	
Math	9
Language	8
Reading	8

INTENDED OUTCOMES: After successfully completing the appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A

SALESPERSON, CURTAINS AND DRAPERIES - DOT Code 270.357-022

01.0 Demonstrate a knowledge of decor and design profession.
02.0 Describe the relationship of human factors to the housing environment.
03.0 Analyze the principles of color and design.
04.0 Describe the basic interior-design components.
05.0 Exhibit employability skills.
06.0 Demonstrate an understanding of the elements and principles of design.
07.0 Explain the importance of energy conservation in design.
08.0 Select and use tools and equipment safely.
09.0 Demonstrate sales skills.
10.0 Demonstrate leadership and membership skills.
11.0 Plan and develop a design project.
12.0 Demonstrate sales techniques in decor and design.
13.0 Demonstrate employability skills.
14.0 Demonstrate an understanding of entrepreneurship.

OCCUPATIONAL COMPLETION POINT - DATA CODE B

BUYER, ASSISTANT - DOT Code 162.157-022

15.0 Explain historical and societal influences on present and future design concepts.
16.0 Analyze and apply energy-conservation methods.
17.0 Select furniture.
18.0 Select floor coverings.
19.0 Select wall treatments.

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20.0 Select window treatments.
21.0 Select accessories.
22.0 Select and place lighting fixtures.
23.0 Plan for interior spaces, applying graphic-design techniques.
24.0 Identify a client's needs.
25.0 Plan and implement an interior-design project to meet a client's needs.
26.0 Demonstrate a knowledge of entrepreneurship.

July 1996

Florida Department Of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Decor And Design Services
Secondary Number:
Postsecondary Number: V040503

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SALESPERSON, CURTAINS AND DRAPERIES - DOT Code 270.357-022

01.0 DEMONSTRATE A KNOWLEDGE OF DECOR AND DESIGN PROFESSION--The student will be able to:

01.01 Explain the roles and importance of the decor and design industry in the quality of life.
01.02 Identify employment, career-growth, and advanced-training opportunities in the decor and design profession.
01.03 Identify responsibilities for each job in the career ladder.
01.04 Explain training needs for career advancement.
01.05 Analyze the personal and professional qualities required for employment in the profession.

02.0 DESCRIBE THE RELATIONSHIP OF HUMAN FACTORS TO THE HOUSING ENVIRONMENT--The student will be able to:

02.01 Explain the impact of human factors (such as psychological, physiological, and social needs) on housing decisions.
02.02 Compare housing alternatives.
02.03 Describe the housing modifications necessary to accommodate the special needs of family members.
02.04 Describe the impact of human needs and wants on the cost of housing.
02.05 Describe the importance of barrier-free design.

03.0 ANALYZE THE PRINCIPLES OF COLOR AND DESIGN--The student will be able to:

03.01 Identify the elements and principles of design.
03.02 Apply the elements and principles of design to housing environments.
03.03 Use color and color schemes in design.

04.0 DESCRIBE THE BASIC INTERIOR-DESIGN COMPONENTS--The student will be able to:

04.01 Describe the basic characteristics and uses of floor coverings, wall treatments, window treatments, and accessories.
04.02 Describe the basic characteristics and uses of window treatments and accessories.

04.03 Identify various furniture styles.
04.04 Select furnishings for specific spaces.

05.0 EXHIBIT EMPLOYABILITY SKILLS--The student will be able to:

05.01 Identify job-availability and advanced-training opportunities.
05.02 Demonstrate productive work habits and positive attitudes.
05.03 Demonstrate acceptable personal and professional hygiene.
05.04 Apply the principles of time management, work simplification, and teamwork when performing assigned tasks.
05.05 Demonstrate pride in the quality of work performed.

06.0 DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DESIGN--The student will be able to:

06.01 Explain the elements of design in relation to the interior environment:
  a. texture
  b. pattern
  c. line
  d. form and shape
  e. space
  f. color
  g. light
06.02 Explain the principles of interior design:
  a. proportion
  b. scale
  c. balance
  d. rhythm
  e. emphasis
  f. harmony

07.0 EXPLAIN THE IMPORTANCE OF ENERGY CONSERVATION IN DESIGN--The student will be able to:

07.01 Identify the methods and materials used to increase energy efficiency.
07.02 Explain the importance of energy conservation in design.
07.03 Identify energy sources.
07.04 Analyze energy conservation concerns affecting future design concepts.

08.0 SELECT AND USE TOOLS AND EQUIPMENT SAFELY--The student will be able to:

08.01 Identify the tools and equipment used in decor and design services.
08.02 Select the appropriate tools and equipment for assigned projects.
08.03 Demonstrate the proper and safe use of tools and equipment.

08.04 Clean and maintain various types of tools and equipment.

08.05 Keep an inventory record of tools, equipment, supplies, and materials, using computer-application software, if possible.

08.06 Explain the importance of observing Occupational Safety and Health Administration (OSHA) rules and regulations.

09.0 DEMONSTRATE SALES SKILLS--The student will be able to:

09.01 Exercise self-control.

09.02 Identify and demonstrate appropriate responses to criticism and praise.

09.03 Recognize the relationship between positive human relations and success in the industry.

09.04 Demonstrate respect for the customer's desires and property.

09.05 Read and interpret pricing tables and diagrams of products.

09.06 Fill out sales receipts, purchase orders, and invoices.

10.0 DEMONSTRATE LEADERSHIP AND MEMBERSHIP SKILLS--The student will be able to:

10.01 Identify student and professional organizations, their purposes, and their functions.

10.02 Explain the roles and responsibilities of the member.

10.03 Exhibit cooperative behavior as a team member to achieve organizational goals.

10.04 Develop a personal-growth plan.

11.0 PLAN AND DEVELOP A DESIGN PROJECT--The student will be able to:

11.01 Plan a design project, using established criteria.

11.02 Calculate the areas, sizes, circumferences, square footage, etc., of a design project.

11.03 Select appropriate materials and products for the project (such as floor covering, window treatment, wall treatment, upholstery, and accessories), applying the principles of color and design.

11.04 Measure and calculate the materials needed.

11.05 Estimate the number of products needed.

11.06 Calculate the cost of materials and products for the project.

11.07 Develop the design project, using computer technology, if available.

12.0 DEMONSTRATE SALES TECHNIQUES IN DECOR AND DESIGN--The student will be able to:

12.01 Ask and answer questions coherently and concisely.

12.02 Read and follow written instructions or listen to and follow oral instructions.

12.03 Give sales presentations orally and in writing.

12.04 Find information on sales products and services.

12.05 Recommend decor and design products that meet the customer's needs.
12.06 Demonstrate appropriate computer and telecommunication skills.
12.07 Perform sales transactions using computer skills.

13.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

13.01 Identify the documents that may be required for a job application.
13.02 Complete a job application.
13.03 Demonstrate competence in job-interview techniques.
13.04 Demonstrate a knowledge of how to make job changes appropriately.
13.05 Demonstrate ethical practices and responsibilities.
13.06 Describe the importance of a drug-free workplace.
13.07 Explain the importance of a good driving record on employment opportunities.
13.08 Describe Florida's "Right-to-Know" Law, as recorded in the Florida Statutes, Chapter 442.
13.09 Explain the importance of confidentiality in the workplace.

14.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

14.01 Define "entrepreneurship."
14.02 Debate the advantages and disadvantages of business ownership.
14.03 Describe the responsibility of the entrepreneur.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
BUYER, ASSISTANT - DOT Code 162.157-022

15.0 EXPLAIN HISTORICAL AND SOCIETAL INFLUENCES ON PRESENT AND FUTURE DESIGN CONCEPTS--The student will be able to:

15.01 Describe the various movements in the evolution of contemporary architecture and interior decor and design.
15.02 Identify future trends in interior decor and design.
15.03 Analyze environmental concerns affecting future interiors.

16.0 ANALYZE AND APPLY ENERGY-CONSERVATION METHODS--The student will be able to:

16.01 Analyze, evaluate, and select materials and furnishings for energy conservation.
16.02 Explain the integration of interior and exterior energy-management principles for an energy-efficient design.
16.03 Explain energy-management principles.
16.04 Evaluate energy sources.

17.0 SELECT FURNITURE--The student will be able to:

17.01 Identify the historical characteristics of furniture styles.
17.02 Identify the methods of furniture construction.
17.03 Compare and contrast types of wood.
17.04 Describe the types of finishes and the care required for each one.
17.05 Compare and contrast man-made fibers (i.e., polyester, metal, synthetic plastic) with the natural materials (i.e., cotton, wood, leather) used in furniture construction.
17.06 Measure and calculate the materials for upholstered items.
17.07 Select furniture, considering its functions and design and its user's (the client's) life-styles.

18.0 SELECT FLOOR COVERINGS--The student will be able to:

18.01 Identify and describe the characteristics of different types of floor coverings.
18.02 Compare durability and maintenance factors for floor-covering materials.
18.03 Develop criteria for the selection of floor coverings; include considerations of color, texture, type, style, pattern, client's life-style, energy conservation, and environmental safety.
18.04 Select floor-covering materials, using the developed criteria.
18.05 Measure and calculate space and materials for a floor-covering application.

19.0 SELECT WALL TREATMENTS--The student will be able to:

19.01 Identify and describe characteristics of different types of wall treatments.
19.02 Compare durability and maintenance factors for wall-treatment materials.
19.03 Develop criteria for the selection of wall treatments; include considerations of color, texture, type, style, pattern, client's life style, energy conservation, and environmental safety.
19.04 Select wall treatments, using the developed criteria.
19.05 Measure and calculate the space and materials for a wall-treatment application.

20.0 SELECT WINDOW TREATMENTS--The student will be able to:

20.01 Identify and describe different types and functions of windows and window treatments.
20.02 Categorize window treatments as drapery or nondrapery.
20.03 Identify and describe the characteristics of nondrapery treatments.

20.04 Identify and describe the characteristics of fabrics used for window treatments.
20.05 Describe the characteristics of draperies and their headings.
20.06 Recognize the different types and uses of appropriate hardware for window treatments.
20.07 Identify window-treatment styles.
20.08 Compare durability and maintenance factors for window-treatment materials.
20.09 Develop criteria for the selection of window treatments; include considerations of color, texture, type, style, pattern, client's life-styles, energy conservation, and environmental safety.
20.10 Select window treatments, using the criteria above.
20.11 Measure the window and calculate the materials needed for a window-treatment application.

21.0 SELECT ACCESSORIES--The student will be able to:

21.01 Identify and describe different accessories.
21.02 Select accessories, applying the principles of design to reflect the client's life-style.
21.03 Demonstrate appropriate groupings and the placement of accessories to reflect the client's life-style.

22.0 SELECT AND PLACE LIGHTING FIXTURES--The student will be able to:

22.01 Identify lighting requirements.
22.02 Select and place appropriate lighting fixtures for specific spaces, considering life-styles and energy conservation.

23.0 PLAN FOR INTERIOR SPACES, APPLYING GRAPHIC-DESIGN TECHNIQUES--The student will be able to:

23.01 Read and interpret a blueprint.
23.02 Evaluate floor plans for the purpose of interior decor and design.
23.03 Illustrate size and scale in a drawing.
23.04 Apply the methods and techniques of one- and two-point perspective drawings.
23.05 Using computer software, apply the methods and techniques for three-dimensional illustration.
23.06 Demonstrate layout techniques by applying design principles.
23.07 Demonstrate matting methods.
23.08 Evaluate the presentation of a graphic illustration.
23.09 Plan residential or commercial interior spaces, using computer-application software.

24.0 IDENTIFY A CLIENT'S NEEDS--The student will be able to:

24.01 Identify a client's intended uses of a space.
24.02 Analyze the human dimensions of the client in relation to the interior environment.
24.03 Identify the basic structure of the building in relation to the client's architectural needs.
24.04 Evaluate floor plans in terms of the client's needs for the space.
24.05 Identify and illustrate spaces for required uses within various types of interiors, including possible requirements for the physically challenged, the elderly, and children.

25.0 PLAN AND IMPLEMENT AN INTERIOR-DESIGN PROJECT TO MEET A CLIENT'S NEEDS--The student will be able to:

25.01 Read and interpret a blueprint.
25.02 Plan a design project for a specific client profile, applying the elements and principles of design.
25.03 Calculate areas, sizes, circumferences, square footage, etc., of the design project.

25.04 Select appropriate materials and products for the project (such as floor covering, window treatment, wall treatment, upholstery, and accessories), applying the principles of color and design.
25.05 Measure and calculate the materials needed.
25.06 Estimate the number of products needed.
25.07 Determine the budgetary limitations of the client.
25.08 Estimate the cost required to implement the plan and evaluate the estimate in relation to the client's budget.
25.09 Make an oral presentation to the client.
25.10 Implement the project, using computer auto CAD, if available.

26.0 DEMONSTRATE A KNOWLEDGE OF ENTREPRENEURSHIP--The student will be able to:

26.01 Describe the importance of entrepreneurship to the American economy and the role of small business in the free-enterprise system.
26.02 Explain the risks involved in the ownership of a business.
26.03 Identify the personal characteristics of a successful entrepreneur.
26.04 Identify the business skills needed to operate a small business efficiently and effectively.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Dietetic Management and Supervision
Occupational Area:	Family and Consumer Sciences
	PSAV
Program Numbers	**V200434**
CIP Number	0420.040403
Grade Level	30, 31
Length	900 hours
Certification	VOC HME EC @2 @4 QUAN FOOD @7 G GEN HME EC @2 @4 HOMEMAKING @2 @7 G SC FOOD SV @6 D HOME EC 1 @2 HME EC OCC @7 G

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this program is to prepare students for initial employment as dietetic technicians (10121011), food service supervisors (319.137-010), dietary managers, and other food service workers (70041899) at the management level, or to provide supplemental training for persons previously or currently employed in these occupations. Students are prepared to utilize nutritional knowledge in preparing food and in serving individuals with specific dietary needs under the supervision of a registered dietitian.

The content includes, but is not limited to, facility planning for sanitation and safety; selection and supervision of equipment and supplies; application of principles of nutrition to diets and menus; cost planning and quality control; supervision of food preparation; evaluation of food quality, portion size, and diet accuracy; supervision and inservice training of dietary personnel, personnel management, and employability and communication skills.

II. **LABORATORY ACTIVITIES**: Instruction and learning activities are provided in a laboratory and clinical setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices in the trade. Activities provide instruction in the use of equipment including diet kitchen equipment, diet charts, computers, software, calculators, utensils and table settings, sanitizing equipment, dish washers, and storage equipment.

III. **SPECIAL NOTE**: The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training agreement, a training plan signed by the student, teacher and employer, including instructional objectives and a list of on-the-job and in-school learning experiences and a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

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The program shall meet the instructional hours and standards required by the accrediting agency, the Dietary Managers Association. Students are encouraged to join the Dietary Managers Association.

In accordance with Rule 6A-10.040, FAC., the minimum basic skills level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 9.0, Reading 9.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standards which the students with disabilities must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The typical length of this program for the average achieving student is 900 hours.

In order for this program/course to be transferable between institutions, it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System Discipline Committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning this program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

The concern for balancing work and family responsibilities is addressed as an employability skill.

IV. **INTENDED OUTCOMES**: After successfully completing this program, the student will be able to:

01.0 Apply management and supervisory skills.
02.0 Implement a facility plan for sanitation and safety.
03.0 Supervise the selection, use, care, and storage of equipment and supplies.
04.0 A supply principles of nutrition to diets and menus.
05.0 Develop cost planning and quality control procedures for food and beverage service.
06.0 Supervise quality food preparation.
07.0 Demonstrate and evaluate food service functions.
08.0 Demonstrate employability skills.
09.0 Demonstrate an understanding of entrepreneurship.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title:	Dietetic Management And Supervision
Secondary Number:	
Postsecondary Number:	V200434

01.0 APPLY MANAGEMENT AND SUPERVISORY SKILLS--The student will be able to:

01.01 Evaluate the roles of dietary personnel.
01.02 Analyze functions of a dietary facility.
01.03 Develop an organizational chart and staff needs.
01.04 Prepare job descriptions.
01.05 Interview and select employees.
01.06 Document personnel selection procedures and policies.
01.07 Design in-service training programs.
01.08 Conduct employee orientation.
01.09 Prepare daily work schedules.
01.10 Develop personnel policies and records.
01.11 Develop a plan for employee evaluation.
01.12 Review current union employee compensation and labor laws (EOEA).
01.13 Implement dietary filing systems and record keeping.
01.14 Maintain work schedules.
01.15 Analyze time utilization for maximum production.
01.16 Conduct staff grievance and complaint sessions.
01.17 Conduct staff meetings.
01.18 Counsel employees.
01.19 Identify and report ways to solve facility problems.
01.20 Establish and maintain security procedures.
01.21 Demonstrate communication skills.
01.22 Demonstrate human relations skills.
01.23 Describe benefits of membership in state and national professional organizations.

02.0 IMPLEMENT A FACILITY PLAN FOR SANITATION AND SAFETY--The student will be able to:

02.01 Demonstrate basic principles of sanitation and safety.
02.02 Implement procedures for monitoring storage temperatures.
02.03 Implement procedures for infectious disease control.
02.04 Implement federal, state and local sanitation codes.
02.05 Implement procedures for hazard controls.

03.0 SUPERVISE THE SELECTION, USE, CARE AND STORAGE OF EQUIPMENT AND SUPPLIES--The student will be able to:

03.01 Develop procedures for use of dietary equipment.
03.02 Supervise daily cleaning procedures.
03.03 Develop procedures for storing dietary equipment and supplies.
03.04 Supervise routine maintenance inspection of equipment.
03.05 Evaluate detailed specifications for major appliances needed.

04.0 APPLY PRINCIPLES OF NUTRITION TO DIETS AND MENUS--The student will be able to:

04.01 Identify function, source and body's use of nutrients.
04.02 Evaluate the effects of food and nutrition on age, sex and activity level.
04.03 Interview client and family.
04.04 Interpret client and family responses.
04.05 Document and retrieve client diet records.
04.06 Compute client nutrient needs.
04.07 Describe commonly prescribed therapeutic diets.
04.08 Implement diet plans and menus.
04.09 Modify diet plans and menus.
04.10 Implement physician's routine dietary orders.
04.11 Counsel client for dietary modifications.
04.12 Implement a two-week cycle menu.
04.13 Evaluate a cycle menu for RDA requirements.
04.14 Conduct modified diet in-service for dietary personnel.

05.0 DEVELOP COST PLANNING AND QUALITY CONTROL PROCEDURES FOR FOOD AND BEVERAGE SERVICE--The student will be able to:

05.01 Monitor, compute and review cost of menus to budget and guidelines.
05.02 Apply cost control principles to cost out an entire meal.
05.03 Compare and contrast actual versus average food costs.
05.04 Compare cost saving practices (purchasing facility).
05.05 Recommend cost saving practices (purchasing facility).
05.06 Implement procedure changes.
05.07 Supervise inventory, purchase and distribution of food and supplies.
05.08 Plan food production schedules.
05.09 Evaluate nutrition retention in foods, to include processing, preparation and storage.

06.0 SUPERVISE QUALITY FOOD PREPARATION--The student will be able to:

06.01 Modify, test and standardize recipes.
06.02 Supervise food preparation following standardized recipes.
06.03 Implement food preparation techniques.
06.04 Implement food quality control standards.
06.05 Implement portion control.
06.06 Implement delivery procedures.

07.0 DEMONSTRATE AND EVALUATE FOOD SERVICE FUNCTIONS--The student will be able to:

07.01 Demonstrate dining room service.
07.02 Demonstrate patient tray service.
07.03 Evaluate trays for food quality, portion size, and diet accuracy.

08.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

08.01 Conduct a job search.
08.02 Secure information about a job.
08.03 Identify documents that may be required when applying for a job.
08.04 Complete a job application form correctly.
08.05 Demonstrate competence in job interview techniques.
08.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
08.07 Identify acceptable work habits.
08.08 Demonstrate knowledge of how to make job changes appropriately.
08.09 Demonstrate acceptable employee health habits.
08.10 Develop and write a resume.
08.11 Identify personal characteristics desirable for working with people.

09.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

09.01 Define entrepreneurship.
09.02 Describe the importance of entrepreneurship to the American economy.
09.03 List the advantages and disadvantages of business ownership.
09.04 Identify the risks involved in ownership of a business.
09.05 Identify the necessary personal characteristics of successful entrepreneurship.
09.06 Identify the business skills needed to operate a small business efficiently and effectively.
09.07 Describe the responsibility of the employer to support the business and industry.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Dietetic Technician
Occupational Area:	Family and Consumer Sciences
	PSV
CIP Number	0420.040401
Grade Level	College Credits
Length	AS Degree/64 hours
Certification	

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this program is to prepare students for initial employment as dietetic technicians (077.121-010) and all other food service workers (70041899), who will assist the registered dietitian or consultant dietitian in the provision of food service nutritional care services in a health facility, or to provide supplemental training for persons previously or currently employed in these occupations.

A DIETETIC TECHNICIAN is a graduate of one of two (2) kinds of program options in dietetics with an associate degree:

A. A program with a food service management emphasis is designed for the graduate to assume the role of technical assistant to the food service director, or, can become a director with experience.

The program content includes, but is not limited to, basic nutrition and menu planning; principles and techniques of food production and therapeutic cookery; personnel management and supervision; cost controls and accounting; safety and sanitation; selection, use, care and storage of equipment and supplies; food purchasing, receiving, storage and inventory control; and general use of computers.

B. A program content includes, but is not limited to, basic and applied nutrition, medical terminology; normal and modified menu planning; diet therapy; nutritional assessment and planning; anatomy and psychology; nutrition education methods; community health; principles of food preparation; sanitation and safety; supervision and leadership; human relations and communications; and general use of computers.

II. **LABORATORY ACTIVITIES**: Laboratory activities shall be an integral part of both options. Each program shall require a minimum of 450 hours of clinical experience which shall be coordinated with the sequence of academic instruction.

III. **SPECIAL NOTE**: These programs shall meet the instructional hours and standards established by the accrediting agency, the American Dietetic Association. Upon completion of the course requirements, the graduate would need to pass a written national examination for registered dietetic technicians. All diet technicians would be encouraged to become affiliate members of the American Dietetic Association. The Associate Degree would qualify the technician for a mid-management position in food service in the health care industry.

The particular outcomes and student performance standards which the students with disabilities must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System Discipline Committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The concern for balancing work and family responsibilities is addressed as an employability skill.

The standard credit hour length for this program is 64 according to SBR 6A-14.030.

IV. **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to:

01.0 Demonstrate core curriculum competencies.
02.0 Select food service management option.
03.0 Select nutrition care options.
04.0 Demonstrate an understanding of entrepreneurship.
05.0 Demonstrate employability skills.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Dietetic Technician
Secondary Number:
Postsecondary Number: 0420.040401

01.0 DEMONSTRATE CORE CURRICULUM COMPETENCIES (FOR EITHER OPTION)--The student will be able to:

01.01 Develop menus to meet optimum nutritional requirements throughout the human life cycle.
01.02 Implement and monitor sanitation and safety procedures applicable to food and nutritional service operations.
01.03 Encourage and utilize effective communication and documentation skills in the area of responsibility.
01.04 Demonstrate supervision techniques for personnel in area of responsibility.
01.05 Apply the fundamentals of human relations and group dynamics in area of responsibility.
01.06 Participate in development, implementation and maintenance of a quality assurance program.
01.07 Utilize merchandising techniques to promote food and nutrition services.
01.08 Demonstrate knowledge of computer technology in area of responsibility.
01.09 Demonstrate knowledge and implementation of laws, regulations and standards affecting food and nutrition operation.
01.10 Comply with the Standards of Professional Responsibility and Standards of Practice for the profession of Dietetics.
01.11 Plan a program of self-development and continuing education.
01.12 Demonstrate employability skills.
01.13 Demonstrate human relations and leadership skills.

02.0 SELECT FOOD SERVICE MANAGEMENT OPTION--The student will be able to:

02.01 Demonstrate optimum management, organizational, leadership and supervisory skills.
02.02 Participate in and supervise the selection, use, care and storage of equipment and supplies.
02.03 Plan and review food procurement, production and service.
02.04 Assist in development of cost planning procedures and implementation of budget controls for food service operations and delivery systems.
02.05 Establish and supervise policies and procedures for all food service functions.
02.06 Apply the principles of nutrition in planning menus and coordinating menus with therapeutic diets.
02.07 Integrate administrative activities with clinical activities.
02.08 Develop, implement and present in-service education programs for food service personnel.
02.09 Assist in an ongoing program of quality assurance for food service units.

02.10 Manage and direct departmental personnel and functions.
02.11 Establish and maintain records and reports for food service units.
02.12 Demonstrate ability to computerize food service operational data.
02.13 Participate in department and institution activities.

03.0 SELECT NUTRITION CARE OPTIONS--The student will be able to:

03.01 Demonstrate a knowledge of food and nutritional needs throughout the life cycle in health and disease.
03.02 Apply principles of bio-chemistry, anatomy and physiology in relation to health and disease.
03.03 Identify resources availability, and functions of the food and nutrition programs in the community.
03.04 Demonstrate knowledge of "problem oriented medical records" (P.O.M.R.).
03.05 Assist clinical or consultant dietitian in development of nutritional care plans.
03.06 Assist in implementation, documentation and monitoring of nutritional care plans.
03.07 Demonstrate skills in articulation, methods of teaching, and counseling.
03.08 Assist in nutrition education planning and implementation of programs in the facility.
03.09 Identify extraneous influences upon nutritional care.
03.10 Participate in health team functions.
03.11 Coordinate clinical activities with administrative activities.
03.12 Demonstrate ability to computerize nutrition care activities.
03.13 Assist in implementation and maintenance of a cost-effective nutrition-care system.
03.14 Participate in department and institution activities.
03.15 Demonstrate employability skills.

04.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

04.01 Define entrepreneurship.
04.02 Describe the importance of entrepreneurship to the American economy.
04.03 List the advantages and disadvantages of business ownership.
04.04 Identify the risks involved in ownership of a business.
04.05 Identify the necessary personal characteristics of a successful entrepreneur.
04.06 Identify the business skills needed to operate a small business efficiently and effectively.
04.07 Describe the responsibility of the employer to support the business and industry.

05.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

05.01 Conduct a job search.
05.02 Secure information about a job.

05.03 Identify documents that may be required when applying for a job.
05.04 Complete a job application form correctly.
05.05 Demonstrate competencies in job interview techniques.
05.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
05.07 Identify acceptable work habits.
05.08 Demonstrate knowledge of how to make job changes appropriately.
05.09 Demonstrate acceptable employee health habits.
05.10 Develop and write a resume.
05.11 Identify personal characteristics desired for working with people.

04200202CL July 1997

Florida Department of Education
CLUSTER CURRICULUM FRAMEWORK

Cluster Title: Early Childhood Education
Cluster Type: Job Preparatory
Occupational Area: Family And Consumer Sciences
Components: Core, Four Programs, Five Specializations

	Secondary	PSAV
Grade Level:	9-12, 30, 31	30, 31
Facility Code:	234	
VSO	FHA/HERO	
Coop Method	YES	YES
Apprenticeship	YES	YES

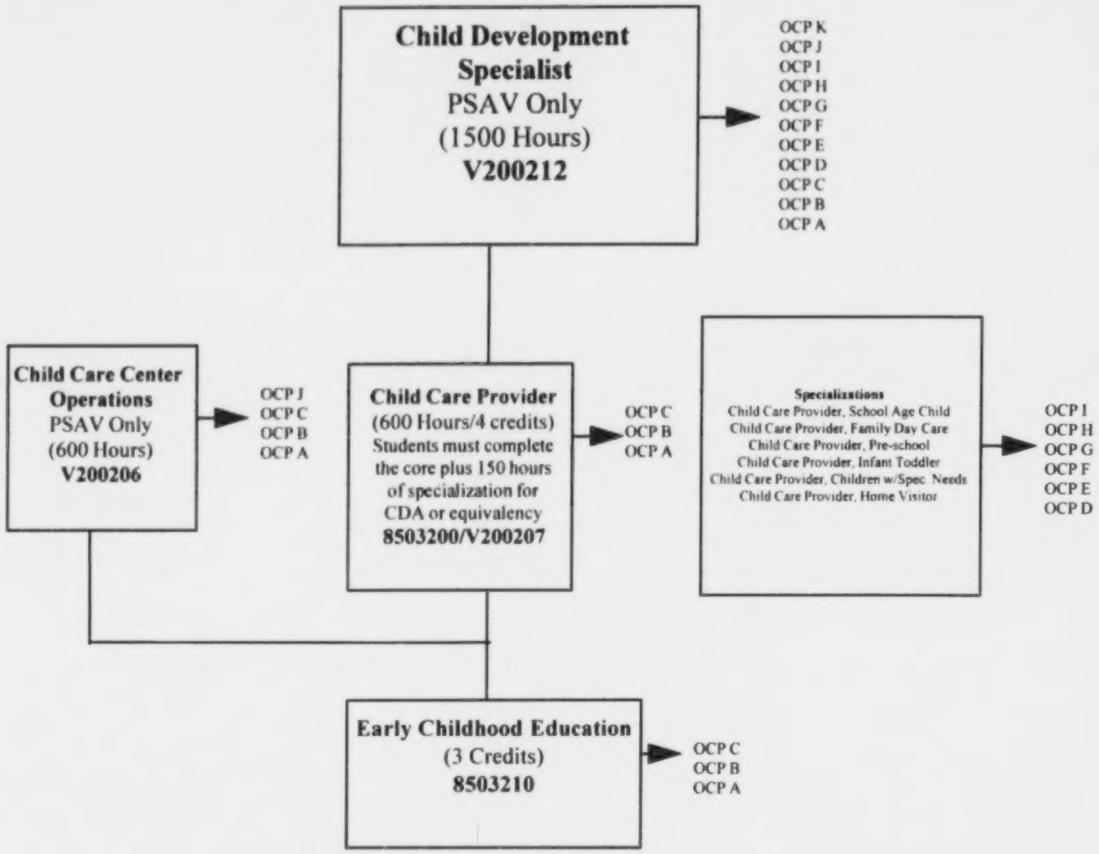
I. **PURPOSE:** The Early Childhood Education Program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Early Childhood industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

II. **CLUSTER STRUCTURE:** The program contains a core consisting of 450 hours with three occupational completion points. After core completion the student may take one or more of currently available specializations in the child care provider program. The total secondary and PSAV program for CDA equivalency must yield 600 hours.

Students must complete the core or demonstrate the mastery of skills standards contained in the core, before advancing to other programs. The programs are Early Childhood Education, Child Care Center Operations and Child Care Provider with specializations in School Age Child, Family Day Care, Preschool, Infant/Toddler and Children with Special Needs. The Home Visitor specialization may only be taught at the PSAV level.

The following diagram illustrates the **CLUSTER STRUCTURE:**

EARLY CHILDHOOD EDUCATION


Child Development Specialist
PSAV Only
(1500 Hours)
V200212
OCP K
OCP J
OCP I
OCP H
OCP G
OCP F
OCP E
OCP D
OCP C
OCP B
OCP A
Child Care Center Operations
PSAV Only
(600 Hours)
V200206
OCP J
OCP C
OCP B
OCP A
Child Care Provider
(600 Hours/4 credits)
Students must complete the core plus 150 hours of specialization for CDA or equivalency
8503200/V200207
OCP C
OCP B
OCP A
Specializations
Child Care Provider, School Age Child
Child Care Provider, Family Day Care
Child Care Provider, Pre-school
Child Care Provider, Infant Toddler
Child Care Provider, Children w/Spec Needs
Child Care Provider, Home Visitor
OCP I
OCP H
OCP G
OCP F
OCP E
OCP D
Early Childhood Education
(3 Credits)
8503210
OCP C
OCP B
OCP A

OCP A - Child Care Aide (150 Hours/1 Credit) OES 68038449
OCP B - Child Care Assistant 1 (150 Hours/1 Credit) Industry Title
OCP C - Child Care Assistant 2 (150 Hours/1 Credit) Industry Title
OCP D - Child Care Provider, School Age Child (150 Hours/ 1 Credit) Industry Title
OCP E - Child Care Provider, Family Day Care (75 Hours/1/2 Credit) Industry Title
OCP F - Child Care Provider, Pre-school (150 Hours/1 Credit) Industry Title
OCP G - Child Care Provider, Infant Toddler (150 Hours/1 Credit) Industry Title
OCP H - Child Care Provider, Children w/Spec. Needs (75 Hours/1/2 Credit) Industry Title
OCP I - Child Care Provider, Home Visitor (150 Hours/1 Credit) Industry Title
OCP J - Director, Day Care Center (150 Hours) Industry Title
OCP K - Child Care Development Specialist (150 Hours) Industry Title

When offered at the **secondary level**, the programs in this cluster consist of the following specialization courses which include:

Early Childhood Education
- 8503211 - Early Childhood Education 1
- 8503212 - Early Childhood Education 2
- 8503213 - Early Childhood Education 3

Child Care Provider
- 8503211 - Early Childhood Education 1
- 8503212 - Early Childhood Education 2
- 8503213 - Early Childhood Education 3

A student must also complete one of the following specialization courses to complete the program. (For CDA equivalency, a student must have a total of 600 hours).

- 8503220 - Child Care Provider/School Age Child
- 8503230 - Child Care Provider/Family Day Care
- 8503240 - Child Care Provider/Preschool
- 8503250 - Child Care Provider/Infant Toddler
- 8503260 - Child Care Provider/Children with Special Needs

The following programs are **PSAV programs**:

- V200210 - Early Childhood Education
- V200207 - Child Care Provider
- V200206 - Child Care Center Operations 95-96
- V200212 - Child Development Specialist

III. **SPECIAL NOTE**: Future Homemakers of America/Home Economics Related Occupations, is the appropriate vocational student organization for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment and materials appropriate to the program content and in accordance with high quality standards in the field. Activities provide instruction in the use of manipulative equipment; language development; creative art and woodworking; music, science, dramatic play, outdoor playground equipment, and laundry equipment. Observation and supervised work experience with young children in a school laboratory or a community laboratory setting are an integral part of this program. (To meet CDA equivalency status, a student must have 480 hours of direct work with children five years or younger).

The programs in this cluster may be offered in **PSAV courses**. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643, F.S.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training agreement, a training plan signed by the student, teacher and employer, including instructional objectives and a list of on-the-job and in-school learning experiences and a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

In accordance with Rule 6A-10.040, FAC., the **minimum basic skills** grade levels required for postsecondary adult vocational students to exit the programs in this cluster are listed at the program level or at the occupational completion points within the program. These grade level numbers correspond to a grade equivalent score obtained on one of the state designated basic skills examinations. If a student does not meet the basic skills level required for completion from the program, remediation should be provided concurrently in the System for Applied Individualized Learning (SAIL) or remedial lab. Please reference the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards which the student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

The typical length of the complete program for the average-achieving student is 600 hours.

In order for this program/course to be transferable between institutions it must have been reviewed and a "transfer value" assigned to the curriculum content by the appropriate Statewide Course Numbering System discipline committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and higher-order thinking skills.

Equipment List: A generic equipment list is available for the programs in this cluster and is printed in a supplement to this document.

July 1997

Florida Department of Education
INTENDED OUTCOMES

Program Title: Early Childhood Education

	Secondary	PSAV
Program Numbers	**8503210**	**V200210**
CIP Number	0420.020210	0420.020210
Grade Level	9-12, 30, 31	30, 31
Length	3 Credits	450 Hours
Certification	HOME EC 1 @2	VOC HME EC @4 @2
	VOC HME EC @4	HOMEMAKING @2 @7G
	HOMEMAKING @2 ¢7	PRESCH ED A
	PRESCH ED A	HME EC OCC @7 G
	HME EC OCC ¢7	PRIMARY ED B
	PRIMARY ED B	HOME EC 1 @2
	GEN HME EC @4	GEN HME EC @4 @2
	E CHILD ED @0	E CHILD ED @0
	PK/Primary H	PK/Primary H
Basic Skills		
Math		9
Language		9
Reading		9

INTENDED OUTCOMES: After successfully completing the appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
CHILD CARE AIDE - OES Code 68038449

01.0 Identify rules and regulations which govern child care.
02.0 Maintain a safe, clean, and healthy learning environment.
03.0 Plan food service and nutrition education.
04.0 Identify and report child abuse and neglect in accordance with state regulations.
05.0 Identify principles of child development (birth through school-age).
06.0 Demonstrate various observation and recording methods.
07.0 Demonstrate an understanding of developmentally appropriate practices for programs serving young children.
08.0 Demonstrate an awareness of children with disabilities.
09.0 Identify a knowledge of community needs and resources.
10.0 Identify appropriate methods of guidance.
11.0 Demonstrate professionalism.
12.0 Identify communication skills.
13.0 Demonstrate an awareness of responsibilities associated with balancing family, school, and work.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
CHILD CARE ASSISTANT I - Industry Title

14.0 Compliance with rules and regulations which govern child care.

15.0 Implement food service and nutrition education.
16.0 Apply principles of child development.
17.0 Implement developmentally appropriate practices for programs serving young children.
18.0 Provide inclusion for children with disabilities.
19.0 Use appropriate methods of guidance.
20.0 Demonstrate an understanding of entrepreneurship.
21.0 Demonstrate employability skills.
22.0 Identify career opportunities in the early childhood profession.
23.0 Demonstrate leadership and organizational skills.
24.0 Simulate an awareness of responsibilities associated with balancing family, school, and work.
25.0 Demonstrate communication skills.
26.0 Display interpersonal relationship skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
CHILD CARE ASSISTANT II - Industry Title

27.0 Interpret, evaluate, and utilize observation information.
28.0 Analyze theories of child development.
29.0 Research current trends and issues in Early Childhood Education.
30.0 Promote positive interaction between family, child care center, and community.
31.0 Demonstrate the role of the child care center staff.
32.0 Plan and implement classroom management techniques.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Early Childhood Education
Secondary Number: 8503210
Postsecondary Number: V200210

OCCUPATIONAL COMPLETION POINT - DATA CODE A
CHILD CARE AIDE - Industry Title

01.0 IDENTIFY RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

01.01 Identify child care facilities that require licensing.
01.02 Identify the major areas of child care standards.
01.03 Identify the local licensing agency and its responsibilities.
01.04 Identify local fire, safety, sanitation, and health regulations.
01.05 Identify state minimum standards for screening owners, operations, staff, volunteers, and others.
01.06 Identify laws and ordinances that govern state and local licensing.
01.07 Identify current child-care issues and proposed legislation which govern child care.
01.08 Identify information concerning child discipline in state rules (HRS10M-12.013).
01.09 Demonstrate compliance with rules and regulations governing child care centers.

02.0 MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

02.01 Identify characteristics of a safe, sanitary, healthy environment.
02.02 Assist children with personal hygiene routines.
02.03 Maintain a checklist for evaluations safety and sanitation features.
02.04 Visualize potential safety and fire hazard problems and plan ways to prevent accidents.
02.05 Complete certification of an approved First aid and CPR (Infant/Child) course.
02.06 Demonstrate evacuation procedures.
02.07 Identify characteristics of a healthy child.
02.08 Recognize symptoms of childhood illness.
02.09 Demonstrate communicable illness control in group settings.
02.10 Identify the need for immunizations.
02.11 Care for sick or injured children.
02.12 Demonstrate responsibility for maintenance and organization of facility.
02.13 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
02.14 Assist parent (guardian) in completion of a medication permission form.

02.15 Demonstrate use of fire extinguisher.
02.16 Practice personal hygiene standards desired in heath codes.
02.17 Use appropriate telephone numbers in a simulated emergency situation.
02.18 Visualize and plan for disaster situations.
02.19 Demonstrate safe and responsible use of equipment and supplies.
02.20 Follow established procedures for reporting accidents/incidents.
02.21 Encourage children to develop positive attitudes and skills for daily routines.
02.22 Practice environmentally sound procedures.

03.0 PLAN FOOD SERVICE AND NUTRITION EDUCATION--The student will be able to:

03.01 Identify the nutritional needs of children.
03.02 Identify and plan for nutritious snacks.
03.03 Identify features/practices in safe, clean, and healthy food service programs.
03.04 Practice safe and sanitary food service habits.

04.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATION--The student will be able to:

04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
04.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
04.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
04.05 Identify the characteristics of abusers.
04.06 Identify the impacts and effects of child abuse and neglect.
04.07 Identify current legislation that deals with child abuse and neglect.
04.08 Describe the legal requirement and protection of child-care workers in reporting suspected child abuse or neglect according to Florida law.
04.09 Identify state and local guidelines and procedures for reporting child abuse and neglect.
04.10 Identify the role and responsibility of child-care personnel in observing and reporting suspect child abuse and neglect.
04.11 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
04.12 Identify local community resources that provide help for the abused and the abuser.

05.0 IDENTIFY PRINCIPLES OF CHILD DEVELOPMENT (BIRTH THROUGH SCHOOL AGE)--The student will be able to:

05.01 Describe and exhibit the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.

05.02 Describe the physical, emotional, intellectual, and social characteristics of children from birth through age twelve.
05.03 Analyze how nutrition, environment, heredity, and health status influence the development of the child.

06.0 DEMONSTRATE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

06.01 Identify observation techniques and methods.
06.02 Observe, record, and report the behavior of children of various ages on observation forms.
06.03 Observe the importance of, and demonstrate, confidentiality of child/family records.

07.0 DEMONSTRATE AN UNDERSTANDING OF DEVELOPMENTALLY APPROPRIATE PRACTICE FOR PROGRAM SERVING YOUNG CHILDREN--The student will be able to:

07.01 Identify and demonstrate various methods of curriculum planning for young children.
07.02 Define developmentally appropriate practices.
07.03 Discuss the importance of learning through play.
07.04 Describe learning centers used in developmentally appropriate environment.

08.0 DEMONSTRATE AN AWARENESS OF CHILDREN WITH DISABILITIES--The student will be able to:

08.01 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
08.02 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.
08.03 Identify organizations and agencies that provide services or assistance to children with disabilities and their families.

09.0 IDENTIFY KNOWLEDGE OF COMMUNITY NEEDS AND RESOURCES--The student will be able to:

09.01 Identify state organizations and agencies that serve children and families.
09.02 Identify local community resources that serve children and families.
09.03 Organize community resource information.

10.0 IDENTIFY APPROPRIATE METHODS OF GUIDANCE--The student will be able to:

10.01 Describe methods of direct and indirect guidance.
10.02 Identify preventative measures of direct and indirect guidance.
10.03 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.

10.04 Identify acceptable and unacceptable methods of guiding behavior.
10.05 Demonstrate effective, positive guidance techniques for guiding behavior.
10.06 Demonstrate behavior toward children that is caring, nonabusive, and builds self-esteem and responsibility (ego-building).

11.0 DEMONSTRATE PROFESSIONALISM--The student will be able to:

11.01 Identify factors that aid professional growth in a child caregiver.
11.02 Develop a self-improvement activity related to professionalism.
11.03 Identify opportunities for continuing education.
11.04 Assess their attitudes and performance.
11.05 Identify and demonstrate the exemplary behavior and social skills needed as a role model for children.
11.06 Demonstrate knowledge of legal issues and liability.

12.0 IDENTIFY COMMUNICATION SKILLS--The student will be able to:

12.01 Identify and use job-related terminology.
12.02 Identify effective communication skills with personnel and parents/guardians of children.
12.03 Identify effective communication skills with children including interacting positively with each child, dialog with the children as a group, or individual children by active listening, open-ended, description of feelings, activities, spontaneous experience.

13.0 DEMONSTRATE AN AWARENESS OF RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL, AND WORK--The student will be able to:

13.01 Define realistic expectations and/or goals for balancing family, school, and work.
13.02 Identify available resources that can support school, work, and family.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
CHILD CARE ASSISTANT I - Industry Title

14.0 COMPLY WITH RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

14.01 Apply rules and regulations governing child care centers.

15.0 IMPLEMENT FOOD SERVICE AND NUTRITION EDUCATION--The student will be able to:

15.01 Assist with preparation of age-appropriate nutritious snacks and meals.
15.02 Demonstrate techniques to encourage positive food choices and good eating habits.

15.03 Guide age-appropriate food preparation/nutrition education activities.
15.04 Assist with mealtime routines.

16.0 APPLY PRINCIPLES OF CHILD DEVELOPMENT--The student will be able to:

16.01 Apply the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
16.02 Demonstrate physical, emotional, intellectual, and social characteristics of children form birth through age twelve.

17.0 IMPLEMENT DEVELOPMENTALLY APPROPRIATE PRACTICES FOR PROGRAMS SERVING YOUNG CHILDREN--The student will be able to:

17.01 Plan and implement developmentally appropriate curriculum activities to enhance the physical, intellectual, social, emotional and creative development.
17.02 Plan and implement a developmentally appropriate learning environment.
17.03 Plan and implement learning activities that encourage positive interaction between children and between adults and children.
17.04 Plan and implement a program to include child-initiated activities, active child participation and involvement with the environment, individual or small group activities, and activity centers.

18.0 PROVIDE INCLUSION FOR CHILDREN WITH DISABILITIES--The student will be able to:

18.01 Develop methods for including children with disabilities.
18.02 Plan individual and group activities for children with disabilities.

19.0 USE APPROPRIATE METHODS OF GUIDANCE--The student will be able to:

19.01 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
19.02 Demonstrate effective, positive guidance techniques for guiding behavior.
19.03 Demonstrate behavior toward children that is caring, nonabusive, and builds self-esteem and responsibility (ego-building).

20.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

20.01 Define entrepreneurship.
20.02 Describe the importance of entrepreneurship to the American economy.
20.03 List the advantages and disadvantages of business ownership.
20.04 Identify the risks involved in ownership of a business.
20.05 Identify the necessary personal characteristics of a successful entrepreneur.

20.06 Identify the business skills needed to operate a small business efficiently and effectively.
20.07 Describe responsibilities of an employee to support the business or industry.

21.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

21.01 Conduct a job search.
21.02 Secure information about a job.
21.03 Identify documents that may be required when applying for a job.
21.04 Complete a job application form correctly.
21.05 Demonstrate competencies in job interview techniques.
21.06 Identify or demonstrate appropriate responses to criticism.
21.07 Identify acceptable work habits.
21.08 Demonstrate a knowledge of how to make job changes appropriately.

22.0 IDENTIFY CAREER OPPORTUNITIES IN THE EARLY CHILDHOOD PROFESSION--The student will be able to:

22.01 Define the early childhood education profession.
22.02 Identify early childhood education career options.

23.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

23.01 Identify professional, labor, and student organizations.
23.02 Identify purposes and functions of professional and student organizations.
23.03 Identify roles and responsibilities of members.
23.04 Work cooperatively as a team member to achieve organizational goals.
23.05 Demonstrate confidence in leadership roles and organization responsibilities.
23.06 Demonstrate commitment to achieve organizational goals.
23.07 Develop a personal-growth project related to organizational skills.
23.08 Demonstrate critical thinking and problem-solving skills.

24.0 SIMULATE AN AWARENESS OF RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL, AND WORK--The student will be able to:

24.03 Demonstrate networking with support systems, including family and community agencies.
24.04 Describe ways of reducing stress in dual-role lifestyles.
24.05 Apply the decision-making process to specific problems related to balancing family, school, and work.

25.0 DEMONSTRATE COMMUNICATION SKILLS--The student will be able to:

25.01 Demonstrate effective communication skills with personnel and parents/guardians of children.

25.02 Demonstrate effective communication skills with children, including interacting positively with each child, dialog with the children as a group, or individual children by active listening, open-ended questions, description of feelings, activities and spontaneous experiences.
25.03 Communicate thoughts, ideas, information, and messages orally and in writing.
25.04 Receive, attend to, interpret, and respond to verbal messages and other cues.
25.05 Use correct grammar.
25.06 Demonstrate appropriate telephone etiquette.
25.07 Simulate staff and family communications in a crisis/emergency situation.
25.08 Locate, understand and interpret written information in job-related materials.
25.09 Demonstrate the ability to communicate using a variety of technologies.
25.10 Apply verbal and written directions.

26.0 DISPLAY INTERPERSONAL RELATIONSHIP SKILLS--The student will be able to:

26.01 Exhibit responsibility toward achieving goals.
26.02 Maintain positive view of self.
26.03 Display sociability, empathy, understanding, and caring.
26.04 Display ability to manage personal resources to maintain goals.
26.05 Display honesty and integrity in interacting with children as well as co-workers.
26.06 Respond to needs and strengths of the multi-ethnic workplace.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
CHILD CARE ASSISTANT II - Industry Title

27.0 INTERPRET, EVALUATE, AND UTILIZE OBSERVATION INFORMATION--The student will be able to:

27.01 Complete a case study of one child.
27.02 Interpret and evaluate case study information.
27.03 Develop appropriate ways to use observation information.
27.04 Apply observation information in working with children.
27.05 Develop and implement an educational plan for an individual child.

28.0 ANALYZE THEORIES OF CHILD DEVELOPMENT--The student will be able to:

28.01 Compare differences between cognitive interactionist, psychosocial, psychoanalytical, and behaviorist theories.
28.02 Develop a personal philosophy of Early Childhood Education.

29.0 RESEARCH CURRENT TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION--The student will be able to:

29.01 Identify current trends and issues in Early childhood Education.
29.02 Locate, collect, and organize current information on trends and issues.

29.03 Interpret the impact of current trends and issues on the Early Childhood field.

30.0 PROMOTE POSITIVE INTERACTION BETWEEN FAMILY, DAY CARE CENTER, AND COMMUNITY--The student will be able to:

30.01 Plan and implement parental involvement in activities and curriculum planning.
30.02 Identify ways of communication with parents.

31.0 DEMONSTRATE THE ROLE OF THE DAY CARE CENTER STAFF--The student will be able to:

31.01 Compare roles and responsibilities.
31.02 Practice professionalism in the workplace.
31.03 Demonstrate leadership and organizational skills.

32.0 PLAN AND IMPLEMENT CLASSROOM MANAGEMENT TECHNIQUES--The student will be able to:

32.01 Develop and implement a plan to meet short and long term goals.
32.02 Identify appropriate teaching techniques to meet various learning styles.
32.03 Identify developmentally appropriate supplies and teaching materials.
32.04 Arrange learning centers for a variety of activities.
32.05 Plan and implement developmentally appropriate special events such as field trips and holiday program, including use of community resource people.
32.06 Maintain children's records.
32.07 Plan, implement, and evaluate a developmentally appropriate classroom schedule and daily lesson plan.
32.08 Plan and implement a developmentally appropriate program to meet the needs of the individual child and the group.
32.09 Demonstrate the arrangement of an Early Childhood classroom with self directed learning centers.
32.10 Describe and set up activity centers within the learning environment, and identify ways that the center enhances the development of young children.

Program: 8503210 Early Childhood Education

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8503211
Course Title: Early Childhood Education 1
Course Credit: 1

COURSE DESCRIPTION:

This course was developed as the first part of the core. Students will develop competence in child care rules and regulations; learning environments; nutrition education; child abuse and neglect; principles of child development; observation and recording methods; developmentally appropriate practices; special needs children; community needs and resources; guidance methods; communication skills and a balance of family, school and work.

OCCUPATIONAL COMPLETION POINT - DATA CODE A
CHILD CARE AIDE - Industry Title

01.0 IDENTIFY RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

01.01 Identify child care facilities that require licensing.
01.02 Identify the major areas of child care standards.
01.03 Identify the local licensing agency and its responsibilities.
01.04 Identify local fire, safety, sanitation, and health regulations.
01.05 Identify state minimum standards for screening owners, operations, staff, volunteers, and others.
01.06 Identify laws and ordinances that govern state and local licensing.
01.07 Identify current child-care issues and proposed legislation which govern child care.
01.08 Identify information concerning child discipline in state rules (HRS10M-12.013).
01.09 Demonstrate compliance with rules and regulations governing child care centers.

02.0 MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

02.01 Identify characteristics of a safe, sanitary, healthy environment.
02.02 Assist children with personal hygiene routines.
02.03 Maintain a checklist for evaluations safety and sanitation features.
02.04 Visualize potential safety and afire hazard problems and plan ways to prevent accidents.
02.05 Complete certification of an approved First aid and CPR (Infant/Child) course.
02.06 Demonstrate evacuation procedures.
02.07 Identify characteristics of a healthy child.

02.08 Recognize symptoms of childhood illness.
02.09 Demonstrate communicable illness control in group settings.
02.10 Identify the need for immunizations.
02.11 Care for sick or injured children.
02.12 Demonstrate responsibility for maintenance and organization of facility.
02.13 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
02.14 Assist parent (guardian) in completion of medication permission forms.
02.15 Demonstrate use of fire extinguisher.
02.16 Practice personal hygiene standards desired in heath codes.
02.17 Use appropriate telephone numbers in a simulated emergency situations.
02.18 Visualize and plan for disaster situations.
02.19 Demonstrate safe and responsible use of equipment and supplies.
02.20 Follow established procedures for reporting accidents/incidents.
02.21 Encourage children to develop positive attitudes and skills for daily routines.
02.22 Practice environmentally sound procedures.

03.0 PLAN FOOD SERVICE AND NUTRITION EDUCATION--The student will be able to:

03.01 Identify the nutritional needs of children.
03.02 Identify and plan for nutritious snacks.
03.03 Identify features/practices in safe, clean, and healthy food service programs.
03.04 Practice safe and sanitary food service habits.

04.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATION--The student will be able to:

04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
04.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
04.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
04.05 Identify the characteristics of abusers.
04.06 Identify the impact and effects of child abuse and neglect.
04.07 Identify current legislation that deals with child abuse and neglect.
04.08 Describe legal requirements and protection of child-care workers in reporting suspected child abuse or neglect according to Florida law.
04.09 Identify state and local guidelines and procedures for reporting child abuse and neglect.
04.10 Identify the role and responsibility of child-care personnel in observing and reporting suspect child abuse and neglect.

04.11 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
04.12 Identify local community resources that provide help for the abused and the abuser.

05.0 IDENTIFY PRINCIPLES OF CHILD DEVELOPMENT (BIRTH THROUGH SCHOOL AGE)--The student will be able to:

05.01 Describe and exhibit the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
05.02 Describe the physical, emotional, intellectual, and social characteristics of children from birth through age twelve.
05.03 Analyze how nutrition, environment, heredity, and health status influence the development of the child.

06.0 DEMONSTRATE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

06.01 Identify observation techniques and methods.
06.02 Observe, record, and report the behavior of children of various ages on observation forms.
06.03 Observe the importance of, and demonstrate, confidentiality of child/family records.

07.0 DEMONSTRATE AN UNDERSTANDING OF DEVELOPMENTALLY APPROPRIATE PRACTICE FOR PROGRAM SERVING YOUNG CHILDREN--The student will be able to:

07.01 Identify and demonstrate various methods of curriculum planning for young children.
07.02 Define developmentally appropriate practices.
07.03 Discuss the importance of learning through play.
07.04 Describe learning centers used in developmentally appropriate environment.

08.0 DEMONSTRATE AN AWARENESS OF CHILDREN WITH DISABILITIES--The student will be able to:

08.01 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
08.02 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.
08.03 Identify organizations and agencies that provide services or assistance to children with disabilities and their families.

09.0 IDENTIFY KNOWLEDGE OF COMMUNITY NEEDS AND RESOURCES--The student will be able to:

09.01 Identify state organizations and agencies that serve children and families.

09.02 Identify local community resources that serve children and families.
09.03 Organize community resource information.

10.0 IDENTIFY APPROPRIATE METHODS OF GUIDANCE--The student will be able to:

10.01 Describe methods of direct and indirect guidance.
10.02 Identify preventative measures of direct and indirect guidance.
10.03 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
10.04 Identify acceptable and unacceptable methods of guiding behavior.
10.05 Demonstrate effective, positive guidance techniques for guiding behavior.
10.06 Demonstrate behavior toward children that is caring, nonabusive, and builds self-esteem and responsibility (ego-building).

11.0 DEMONSTRATE PROFESSIONALISM--The student will be able to:

11.01 Identify factors that aid professional growth in a child caregiver.
11.02 Develop a self-improvement activity related to professionalism.
11.03 Identify opportunities for continuing education.
11.04 Assess their attitudes and performance.
11.05 Identify and demonstrate the exemplary behavior and social skills needed as a role model for children.
11.06 Demonstrate knowledge of legal issues and liability.

12.0 IDENTIFY COMMUNICATION SKILLS--The student will be able to:

12.01 Identify and use job-related terminology.
12.02 Identify effective communication skills with personnel and parents/guardians of children.
12.03 Identify effective communication skills with children including interacting positively with each child, dialog with the children as a group, or individual dialog with children through active listening, open-ended questions, description of feelings, activities, and spontaneous experiences.

13.0 DEMONSTRATE AN AWARENESS OF RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL, AND WORK--The student will be able to:

13.01 Define realistic expectations and/or goals for balancing family, school, and work.
13.02 Identify available resources that can support school, work, and family.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8503212
Course Title: Early Childhood Education 2
Course Credit: 1

COURSE DESCRIPTION:

This course is the second in the core. Students will acquire competence in rules and regulation compliance; food service implementation; child development principles application; programs serving young children; inclusion of children with special needs; entrepreneurship; employability skills; communication skills; and interpersonal relationship skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
CHILD CARE ASSISTANT I - Industry Title

14.0 COMPLY WITH RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

14.01 Apply rules and regulations governing child care centers.

15.0 IMPLEMENT FOOD SERVICE AND NUTRITION EDUCATION--The student will be able to:

15.01 Assist with preparation of age-appropriate nutritious snacks and meals.
15.02 Demonstrate techniques to encourage positive food choices and good eating habits.
15.03 Guide age-appropriate food preparation/nutrition education activities.
15.04 Assist with mealtime routines.

16.0 APPLY PRINCIPLES OF CHILD DEVELOPMENT--The student will be able to:

16.01 Apply the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
16.02 Demonstrate physical, emotional, intellectual, and social characteristics of children form birth through age twelve.

17.0 IMPLEMENT DEVELOPMENTALLY APPROPRIATE PRACTICES FOR PROGRAMS SERVING YOUNG CHILDREN--The student will be able to:

17.01 Plan and implement developmentally appropriate curriculum activities to enhance the physical, intellectual, social, emotional, and creative development.
17.02 Plan and implement a developmentally appropriate learning environment.
17.03 Plan and implement learning activities that encourage positive interaction between children and between adults and children.

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17.04 Plan and implement a program to include child-initiated activities, active child participation and involvement with the environment, individual or small group activities, and activity centers.

18.0 PROVIDE INCLUSION FOR CHILDREN WITH DISABILITIES--The student will be able to:

18.01 Develop methods for including children with disabilities.
18.02 Plan individual and group activities for children with disabilities.

19.0 USE APPROPRIATE METHODS OF GUIDANCE--The student will be able to:

19.01 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
19.02 Demonstrate effective, positive guidance techniques for guiding behavior.
19.03 Demonstrate behavior toward children that is caring, nonabusive, and builds self-esteem and responsibility (ego-building).

20.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

20.01 Define entrepreneurship.
20.01 Describe the importance of entrepreneurship to the American economy.
20.03 List the advantages and disadvantages of business ownership.
20.04 Identify the risks involved in ownership of a business.
20.05 Identify the necessary personal characteristics of a successful entrepreneur.
20.06 Identify the business skills needed to operate a small business efficiently and effectively.
20.07 Describe responsibilities of an employee to support the business or industry.

21.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

21.01 Conduct a job search.
21.02 Secure information about a job.
21.03 Identify documents that may be required when applying for a job.
21.04 Complete a job application form correctly.
21.05 Demonstrate competencies in job interview techniques.
21.06 Identify or demonstrate appropriate responses to criticism.
21.07 Identify acceptable work habits.
21.08 Demonstrate a knowledge of how to make job changes appropriately.

22.0 IDENTIFY CAREER OPPORTUNITIES IN THE EARLY CHILDHOOD PROFESSION--The student will be able to:

22.01 Define the early childhood education profession.

22.02 Identify early childhood education career options.

23.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

23.01 Identify professional, labor, and student organizations.
23.02 Identify purposes and functions of professional and student organizations.
23.03 Identify roles and responsibilities of members.
23.04 Work cooperatively as a team member to achieve organizational goals.
23.05 Demonstrate confidence in leadership roles and organization responsibilities.
23.06 Demonstrate commitment to achieve organizational goals.
23.07 Develop a persona - growth project related to organizational skills.
23.08 Demonstrate critical thinking and problem-solving skills.

24.0 SIMULATE AN AWARENESS OF RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL, AND WORK--The student will be able to:

24.03 Demonstrate networking with support systems, including family and community agencies.
24.04 Describe ways of reducing stress in dual-role lifestyles.
24.05 Apply the decision-making process to specific problems related to balancing family, school, and work.

25.0 DEMONSTRATE COMMUNICATION SKILLS--The student will be able to:

25.01 Demonstrate effective communication skills with personnel and parents/guardians of children.
25.02 Demonstrate effective communication skills with children, including interacting positively with each child, dialog with the children as a group, or individual dialog with children through active listening, open-ended questions, description of feelings, activities, and spontaneous experiences.
25.03 Communicate thoughts, ideas, information, and messages orally and in writing.
25.04 Receive, attend to, interpret, and respond to verbal messages and other cues.
25.05 Use correct grammar.
25.06 Demonstrate appropriate telephone etiquette.
25.07 Simulate staff and family communications in a crisis/emergency situation.
25.08 Locate, understand and interpret written information in job-related materials.
25.09 Demonstrate the ability to communicate using a variety of technologies.
25.10 Apply verbal and written directions.

26.0 DISPLAY INTERPERSONAL RELATIONSHIP SKILLS--The student will be able to:

26.01 Exhibit responsibility toward achieving goals.
26.02 Maintain positive view of self.

26.03 Display sociability, empathy, understanding, and caring.

26.04 Display ability to manage personal resources to maintain goals.

26.05 Display honesty and integrity in interacting with children as well as co-workers.

26.06 Respond to needs and strengths of the multi-ethnic workplace.

Program: 8503210 Early Childhood Education

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8503213
Course Title: Early Childhood Education 3
Course Credit: 1

COURSE DESCRIPTION:

The final course of the core will help students gain competence in interpretation, evaluation and utilization of observation information; child development theories; Early Childhood Education trends and issues; family, child care center and community interaction and classroom management techniques.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
CHILD CARE ASSISTANT II - Industry Title

27.0 INTERPRET, EVALUATE, AND UTILIZE OBSERVATION INFORMATION--The student will be able to:

27.01 Complete a case study of one child.
27.02 Interpret and evaluate case study information.
27.03 Develop appropriate ways to use observation information.
27.04 Apply observation information in working with children.
27.05 Develop and implement an educational plan for an individual child.

28.0 ANALYZE THEORIES OF CHILD DEVELOPMENT--The student will be able to:

28.01 Compare differences between cognitive interactionist, psychosocial, psychoanalytical, and behaviorist theories.
28.02 Develop a personal philosophy of Early Childhood Education.

29.0 RESEARCH CURRENT TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION--The student will be able to:

29.01 Identify current trends and issues in Early childhood Education.
29.02 Locate, collect, and organize current information on trends and issues.
29.03 Interpret the impact of current trends and issues on the Early Childhood field.

30.0 PROMOTE POSITIVE INTERACTION BETWEEN FAMILY, DAY CARE CENTER, AND COMMUNITY--The student will be able to:

30.01 Plan and implement parental involvement in activities and curriculum planning.
30.02 Identify ways of communication with parents.

31.0 DEMONSTRATE THE ROLE OF THE DAY CARE CENTER STAFF--The student will be able to:

31.01 Compare roles and responsibilities.
31.02 Practice professionalism in the workplace.
31.03 Demonstrate leadership and organizational skills.

32.0 PLAN AND IMPLEMENT CLASSROOM MANAGEMENT TECHNIQUES--The student will be able to:

32.01 Develop and implement a plan to meet short and long term goals.
32.02 Identify appropriate teaching techniques to meet various learning styles.
32.03 Identify developmentally appropriate supplies and teaching materials.
32.04 Arrange learning centers for a variety of activities.
32.05 Plan and implement developmentally appropriate special events such as field trips and holiday program, including use of community resource people.
32.06 Maintain children's records.
32.07 Plan, implement, and evaluate a developmentally appropriate classroom schedule and daily lesson plan.
32.08 Plan and implement a developmentally appropriate program to meet the needs of the individual child and the group as well.
32.09 Identify the importance and demonstrate the arrangement of an Early Childhood classroom so that children will become self-directed in their learning.
32.10 Describe and set up activity centers within the learning environment, and identify ways that the center enhances the development of young children.

Florida Department of Education
INTENDED OUTCOMES

Program Title: Child Care Provider

	Secondary	PSAV
Program Numbers	**8503200**	**V200207**
CIP Number	0420.020100	0420.020100
Grade Level	9-12, 30, 31	30, 31
Length	4 Credits	600-750 Hours
Certification	VOC HME EC @4	HOMEMAKING @2 @7 G
	HOMEMAKING @2 ¢7 ¢G	GEN HME EC @4 @2
	PRESCH ED A	HOME EC 1 @2
	HME EC OCC ¢7 ¢G	PRIMARY ED B
	GEN HME EC @4	VOC HME EC @4 @2
	E CHILD ED @0	E CHILD ED @0
	HOME EC 1@ 2	HME EC OCC @7
	PRIMARY ED B	PRESCH ED A
	PK/Primary H	PK/Primary H
Basic Skills		
Math		9
Language		9
Reading		9

INTENDED OUTCOMES: After successfully completing the appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
CHILD CARE AIDE - OES Code 68038449

01.0 Identify rules and regulations which govern child care.
02.0 Maintain a safe, clean, and healthy learning environment.
03.0 Plan food service and nutrition education.
04.0 Identify and report child abuse and neglect in accordance with state regulations.
05.0 Identify principles of child development (birth through school-age).
06.0 Demonstrate various observation and recording methods.
07.0 Demonstrate an understanding of developmentally appropriate practices for programs serving young children.
08.0 Demonstrate an awareness of children with disabilities.
09.0 Identify a knowledge of community needs and resources.
10.0 Identify appropriate methods of guidance.
11.0 Demonstrate professionalism.
12.0 Identify communication skills.
13.0 Demonstrate an awareness of responsibilities associated with balancing family, school, and work.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
CHILD CARE ASSISTANT I - Industry Title

14.0 Demonstrate rules and regulations which govern child care.

15.0 Implement food service and nutrition education.
16.0 Apply principles of child development.
17.0 Implement developmentally appropriate practices for programs serving young children.
18.0 Provide inclusion for children with disabilities.
19.0 Use appropriate methods of guidance.
20.0 Demonstrate an understanding of entrepreneurship.
21.0 Demonstrate employability skills.
22.0 Identify career opportunities in the early childhood profession.
23.0 Demonstrate leadership and organizational skills.
24.0 Simulate an awareness of responsibilities associated with balancing family, school, and work.
25.0 Demonstrate communication skills.
26.0 Display interpersonal relationship skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
Child Care Assistant II - Industry Title

27.0 Interpret, evaluate, and utilize observation information.
28.0 Analyze theories of child development.
29.0 Research current trends and issues in Early Childhood Education.
30.0 Promote positive interaction between the family, child care center, and community.
31.0 Demonstrate the role of the child care center staff.
32.0 Plan and implement classroom management techniques.

School Age Child

OCCUPATIONAL COMPLETION POINT - DATA CODE D
CHILD CARE PROVIDER/AFTER SCHOOL CARE ASSISTANT - Industry Title

33.0 Identify career and job opportunities.
34.0 Demonstrate a basic understanding of the history, development, and diversity of school-age child care.
35.0 Demonstrate a basic knowledge of child growth and development as it relates to school-age children.
36.0 Demonstrate the ability to observe children's behaviors.
37.0 Apply knowledge of program elements needed to create a successful, developmentally appropriate curriculum.
38.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
39.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.
40.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective.

Family Day Care

OCCUPATIONAL COMPLETION POINT - DATA CODE E
CHILD CARE PROVIDER/FAMILY DAY CARE PROVIDER - Industry Title

41.0 Demonstrate knowledge of child growth and development.
42.0 Apply interpersonal and family dynamics skills to caring for children and communicating with their families.

43.0 Develop and maintain a healthy and safe learning environment for children.
44.0 Plan and conduct learning and recreational activities for children.
45.0 Demonstrate professional and ethical behavior.

Preschool

OCCUPATIONAL COMPLETION POINT - DATA CODE F
(CORE) - CHILD CARE PROVIDER PRESCHOOL - Industry Title

46.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment for preschool children.
47.0 Plan and implement developmentally appropriate physical activities for preschool children.
48.0 Guide the cognitive development of preschool children.
49.0 Guide the creative development of preschool children.
50.0 Guide the social development of preschool children.
51.0 Demonstrate appropriate methods of guidance and classroom management for preschool children.
52.0 Demonstrate positive communication techniques with the child's family.

Infant/Toddler

OCCUPATIONAL COMPLETION POINT - DATA CODE G
(CORE)- CHILD CARE PROVIDER/INFANT-TODDLER - Industry Title

53.0 Demonstrate various observation and recording methods.
54.0 Guide sensory integration activities.
55.0 Guide physical development activities.
56.0 Guide self-help activities.
57.0 Use appropriate methods of guidance and discipline.
58.0 Communicate with staff, parents, and children.

Children with Special Needs

OCCUPATIONAL COMPLETION POINT - DATA CODE H
(CORE) - CHILD CARE PROVIDER/SPECIAL NEEDS ASSISTANT - Industry Title

59.0 Demonstrate resources needed to care for children with disabling conditions.
60.0 Plan and provide for developmentally appropriate caregiving environments for students with special needs.
61.0 Demonstrate techniques needed to care for children with disabling conditions.
62.0 Demonstrate caregiving skills related to the universal infection control system.
63.0 Demonstrate professional responsibilities.

Home Visitor

OCCUPATIONAL COMPLETION POINT - DATA CODE I
CHILD CARE PROVIDER/HOME VISITOR - Industry Title
(This specialization may be taught at the PSAV level only)

64.0 Recognize legal and professional responsibilities when visiting with families.

65.0 Demonstrate open, friendly and cooperative relationship building skills with family members.

66.0 Plan and implement intervention activities which encourage family members to provide safe and healthy home environments.

67.0 Plan and implement intervention activities which encourage family members to provide healthy and nutritious food preparation in the home environment.

68.0 Plan and implement intervention activities which enable family members to encourage physical, emotional and social growth/development for each child.

69.0 Plan and implement activities designed to encourage family members to provide home environments that are conducive to learning and appropriate for the developmental stages of the children who live there.

70.0 Demonstrate ways families can encourage curiosity, exploration, play and problem solving appropriate to the developmental levels and learning styles of the children in the home.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Child Care Provider
Secondary Number: 8503200
Postsecondary Number: V200207

OCCUPATIONAL COMPLETION POINT - DATA CODE A
CHILD CARE AIDE - Industry Title

01.0 IDENTIFY RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

01.01 Identify child care facilities that require licensing.
01.02 Identify the major areas of child care standards.
01.03 Identify the local licensing agency and its responsibilities.
01.04 Identify local fire, safety, sanitation, and health regulations.
01.05 Identify state minimum standards for screening owners, operations, staff, volunteers, and others.
01.06 Identify laws and ordinances that govern state and local licensing.
01.07 Identify current child care issues and proposed legislation which govern child care.
01.08 Identify information concerning child discipline in state rules (HRS10M-12.013).
01.09 Demonstrate compliance with rules and regulations governing child care centers.

02.0 MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

02.01 Identify characteristics of a safe, sanitary, healthy environment.
02.02 Assist children with personal hygiene routines.
02.03 Maintain a checklist for evaluations safety and sanitation features.
02.04 Visualize potential safety and afire hazard problems and plan ways to prevent accidents.
02.05 Complete certification of an approved First aid and CPR (Infant/Child) course.
02.06 Demonstrate evacuation procedures.
02.07 Identify characteristics of a healthy child.
02.08 Recognize symptoms of childhood illness.
02.09 Demonstrate communicable illness control in group settings.
02.10 Identify the need for immunizations.
02.11 Care for sick or injured children.
02.12 Demonstrate responsibility for maintenance and organization of facility.
02.13 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
02.14 Assist parent (guardian) in the completion of medication permission forms.

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02.15 Demonstrate use of fire extinguisher.
02.16 Practice personal hygiene standards desired in heath codes.
02.17 Use appropriate telephone numbers in a simulated emergency situation.
02.18 Visualize and plan for disaster situations.
02.19 Demonstrate safe and responsible use of equipment and supplies.
02.20 Follow established procedures for reporting accidents/incidents.
02.21 Encourage children to develop positive attitudes and skills for daily routines.
02.22 Practice environmentally sound procedures.

03.0 PLAN FOOD SERVICE AND NUTRITION EDUCATION--The student will be able to:

03.01 Identify the nutritional needs of children.
03.02 Identify and plan for nutritious snacks.
03.03 Identify features/practices in safe, clean, and healthy food service programs.
03.04 Practice safe and sanitary food service habits.

04.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATION--The student will be able to:

04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
04.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
04.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
04.05 Identify the characteristics of abusers.
04.06 Identify the impact and effects of child abuse and neglect.
04.07 Identify current legislation that deals with child abuse and neglect.
04.08 Describe legal requirements and protection of child-care workers in reporting suspected child abuse or neglect according to Florida law.
04.09 Identify state and local guidelines and procedures for reporting child abuse and neglect.
04.10 Identify the role and responsibility of child-care personnel in observing and reporting suspect child abuse and neglect.
04.11 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
04.12 Identify local community resources that provide help for the abused and the abuser.

05.0 IDENTIFY PRINCIPLES OF CHILD DEVELOPMENT (BIRTH THROUGH SCHOOL AGE)--The student will be able to:

05.01 Describe and exhibit the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.

05.02 Describe the physical, emotional, intellectual, and social characteristics of children from birth through age twelve.
05.03 Analyze how nutrition, environment, heredity, and health status influence the development of the child.

06.0 DEMONSTRATE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

06.01 Identify observation techniques and methods.
06.02 Observe, record, and report the behavior of children of various ages on observation forms.
06.03 Observe the importance of, and demonstrate, confidentiality of child/family records.

07.0 DEMONSTRATE AN UNDERSTANDING OF DEVELOPMENTALLY APPROPRIATE PRACTICE FOR PROGRAM SERVING YOUNG CHILDREN--The student will be able to:

07.01 Identify and demonstrate various methods of curriculum planning for young children.
07.02 Define developmentally appropriate practices.
07.03 Discuss the importance of learning through play.
07.04 Describe learning centers used in developmentally appropriate environment.

08.0 DEMONSTRATE AN AWARENESS OF CHILDREN WITH DISABILITIES--The student will be able to:

08.01 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
08.02 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.
08.03 Identify organizations and agencies that provide services or assistance to children with disabilities and their families.

09.0 IDENTIFY KNOWLEDGE OF COMMUNITY NEEDS AND RESOURCES--The student will be able to:

09.01 Identify state organizations and agencies that serve children and families.
09.02 Identify local community resources that serve children and families.
09.03 Organize community resource information.

10.0 IDENTIFY APPROPRIATE METHODS OF GUIDANCE--The student will be able to:

10.01 Describe methods of direct and indirect guidance.
10.02 Identify preventative measures of direct and indirect guidance.

10.03 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
10.04 Identify acceptable and unacceptable methods of guiding behavior.
10.05 Demonstrate effective, positive guidance techniques for guiding behavior.
10.06 Demonstrate behavior toward children that is caring, nonabusive, and builds self-esteem and responsibility (ego-building).

11.0 DEMONSTRATE PROFESSIONALISM--The student will be able to:

11.01 Identify factors that aid professional growth in a child caregiver.
11.02 Develop a self-improvement activity related to professionalism.
11.03 Identify opportunities for continuing education.
11.04 Assess their attitudes and performance.
11.05 Identify and demonstrate the exemplary behavior and social skills needed as a role model for children.
11.06 Demonstrate knowledge of legal issues and liability.

12.0 IDENTIFY COMMUNICATION SKILLS--The student will be able to:

12.01 Identify and use job-related terminology.
12.02 Identify effective communication skills with personnel and parents/guardians of children.
12.03 Identify effective communication skills with children including interacting positively with each child, dialog with the children as a group, or individual dialog with children through active listening, open-ended questions, description of feelings, activities and spontaneous experiences.

13.0 DEMONSTRATE AN AWARENESS OF RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL, AND WORK--The student will be able to:

13.01 Define realistic expectations and/or goals for balancing family, school, and work.
13.02 Identify available resources that can support school, work, and family.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
CHILD CARE ASSISTANT I - Industry Title

14.0 COMPLY WITH RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

14.01 Apply rules and regulations governing child care centers.

15.0 IMPLEMENT FOOD SERVICE AND NUTRITION EDUCATION--The student will be able to:

15.01 Assist with preparation of age-appropriate nutritious snacks and meals.
15.02 Demonstrate techniques to encourage positive food choices and good eating habits.
15.03 Guide age-appropriate food preparation/nutrition education activities.
15.04 Assist with mealtime routines.

16.0 APPLY PRINCIPLES OF CHILD DEVELOPMENT--The student will be able to:

16.01 Apply the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
16.02 Demonstrate physical, emotional, intellectual, and social characteristics of children form birth through age twelve.

17.0 IMPLEMENT DEVELOPMENTALLY APPROPRIATE PRACTICES FOR PROGRAMS SERVING YOUNG CHILDREN--The student will be able to:

17.01 Plan and implement developmentally appropriate curriculum activities to enhance the physical, intellectual, social, emotional, and creative development.
17.02 Plan and implement a developmentally appropriate learning environment.
17.03 Plan and implement learning activities that encourage positive interaction between children and between adults and children.
17.04 Plan and implement a program to include child-initiated activities, active child participation and involvement with the environment, individual or small group activities, and activity centers.

18.0 PROVIDE INCLUSION FOR CHILDREN WITH DISABILITIES--The student will be able to:

18.01 Develop methods for including children with disabilities.
18.02 Plan individual and group activities for children with disabilities.

19.0 USE APPROPRIATE METHODS OF GUIDANCE--The student will be able to:

19.01 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
19.02 Demonstrate effective, positive guidance techniques for guiding behavior.
19.03 Demonstrate behavior toward children that is caring, nonabusive, and builds self-esteem and responsibility (ego-building)

20.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

20.01 Define entrepreneurship.
20.01 Describe the importance of entrepreneurship to the American economy.

20.03 List the advantages and disadvantages of business ownership.
20.04 Identify the risks involved in ownership of a business.
20.05 Identify the necessary personal characteristics of a successful entrepreneur.
20.06 Identify the business skills needed to operate a small business efficiently and effectively.
20.07 Describe responsibilities of an employee to support the business or industry.

21.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

21.01 Conduct a job search.
21.02 Secure information about a job.
21.03 Identify documents that may be required when applying for a job.
21.04 Complete a job application form correctly.
21.05 Demonstrate competencies in job interview techniques.
21.06 Identify or demonstrate appropriate responses to criticism.
21.07 Identify acceptable work habits.
21.08 Demonstrate a knowledge of how to make job changes appropriately.

22.0 IDENTIFY CAREER OPPORTUNITIES IN THE EARLY CHILDHOOD PROFESSION--The student will be able to:

22.01 Define the early childhood education profession.
22.02 Identify early childhood education career options.

23.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

23.01 Identify professional, labor, and student organizations.
23.02 Identify purposes and functions of professional and student organizations.
23.03 Identify roles and responsibilities of members.
23.04 Work cooperatively as a team member to achieve organizational goals.
23.05 Demonstrate confidence in leadership roles and organization responsibilities.
23.06 Demonstrate commitment to achieve organizational goals.
23.07 Develop a personal-growth project related to organizational skills.
23.08 Demonstrate critical thinking and problem-solving skills.

24.0 SIMULATE AN AWARENESS OF RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL, AND WORK--The student will be able to:

24.03 Demonstrate networking with support systems, including family and community agencies.
24.04 Describe ways of reducing stress in dual-role lifestyles.
24.05 Apply the decision-making process to specific problems related to balancing family, school, and work.

25.0 DEMONSTRATE COMMUNICATION SKILLS--The student will be able to:

25.01 Demonstrate effective communication skills with personnel and parents/guardians of children.
25.02 Demonstrate effective communication skills with children, including interacting positively with each child, dialog with the children as a group, or individual dialog with children through active listening, open-ended questions, description of feelings, activities, and spontaneous experiences.
25.03 Communicate thoughts, ideas, information, and messages orally and in writing.
25.04 Receive, attend to, interpret, and respond to verbal messages and other cues.
25.05 Use correct grammar.
25.06 Demonstrate appropriate telephone etiquette.
25.07 Simulate staff and family communications in a crisis/emergency situation.
25.08 Locate, understand and interpret written information in job-related materials.
25.09 Demonstrate the ability to communicate using a variety of technologies.
25.10 Apply verbal and written directions.

26.0 DISPLAY INTERPERSONAL RELATIONSHIP SKILLS--The student will be able to:

26.01 Exhibit responsibility toward achieving goals.
26.02 Maintain positive view of self.
26.03 Display sociability, empathy, understanding, and caring.
26.04 Display ability to manage personal resources to maintain goals.
26.05 Display honesty and integrity in interacting with children as well as co-workers.
26.06 Respond to needs and strengths of the multi-ethnic workplace.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
CHILD CARE ASSISTANT II - Industry Title

27.0 INTERPRET, EVALUATE, AND UTILIZE OBSERVATION INFORMATION--The student will be able to:

27.01 Complete a case study of one child.
27.02 Interpret and evaluate case study information.
27.03 Develop appropriate ways to use observation information.
27.04 Apply observation information in working with children.
27.05 Develop and implement an educational plan for an individual child.

28.0 ANALYZE THEORIES OF CHILD DEVELOPMENT--The student will be able to:

28.01 Compare differences between cognitive interactionist, psychosocial, psychoanalytical, and behaviorist theories.
28.02 Develop a personal philosophy of Early Childhood Education.

29.0 RESEARCH CURRENT TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION--The student will be able to:

29.01 Identify current trends and issues in Early childhood Education.
29.02 Locate, collect, and organize current information on trends and issues.
29.03 Interpret the impact of current trends and issues on the Early Childhood field.

30.0 PROMOTE POSITIVE INTERACTION BETWEEN FAMILY, DAY CARE CENTER, AND COMMUNITY--The student will be able to:

30.01 Plan and implement parental involvement in activities and curriculum planning.
30.02 Identify ways of communication with parents.

31.0 DEMONSTRATE THE ROLE OF THE DAY CARE CENTER STAFF--The student will be able to:

31.01 Compare roles and responsibilities.
31.02 Practice professionalism in the workplace.
31.03 Demonstrate leadership and organizational skills.

32.0 PLAN AND IMPLEMENT CLASSROOM MANAGEMENT TECHNIQUES--The student will be able to:

32.01 Develop and implement a plan to meet short and long term goals.
32.02 Identify appropriate teaching techniques to meet various learning styles.
32.03 Identify developmentally appropriate supplies and teaching materials.
32.04 Arrange learning centers for a variety of activities.
32.05 Plan and implement developmentally appropriate special events such as field trips and holiday program, including use of community resource people.
32.06 Maintain children's records.
32.07 Plan, implement, and evaluate a developmentally appropriate classroom schedule and daily lesson plan.
32.08 Plan and implement a developmentally appropriate program to meet the needs of the individual child and the group as well.
32.09 Demonstrate the arrangement of an Early Childhood classroom with self-directed learning centers.
32.10 Describe and set up activity centers within the learning environment, and identify ways that the center enhances the development of young children.

OCCUPATIONAL COMPLETION POINT - DATA CODE D
CHILD CARE PROVIDER/SCHOOL AGE CHILD - Industry Title

33.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

33.01 Identify before-and after-school jobs and related career opportunities.
33.02 Identify career options in the industry, such as entrepreneurship and franchise ownership.

34.0 DEMONSTRATE A BASIC UNDERSTANDING OF THE HISTORY, DEVELOPMENT, AND DIVERSITY OF SCHOOL-AGE CHILDREN--The student will be able to:

34.01 Describe the need for school-age child care and how it has evolved.
34.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.
34.03 Explain the personal and professional characteristics of a school-age caregiver.

35.0 DEMONSTRATE A BASIC KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT AS IT RELATES TO SCHOOL-AGE CHILDREN--The student will be able to:

35.01 Describe how major theories of human development provide a basis for planning programs.
35.02 Explain why and how individual children may overlap both younger and older chronological programs.
35.03 Demonstrate how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.

36.0 DEMONSTRATE THE ABILITY TO OBSERVE CHILDREN'S BEHAVIORS--The student will be able to:

36.01 Analyze observation methods and uses.
36.02 Interpret and evaluate case study information.
36.03 Complete a case study on one child.
36.04 Explore causes of unacceptable behavior in children and adults.
36.05 Demonstrate and analyze strategies which encourage children to solve problems, develop self-control and become independent.

37.0 APPLY KNOWLEDGE OF PROGRAM ELEMENTS NEEDED TO CREATE A SUCCESSFUL DEVELOPMENTALLY APPROPRIATE CURRICULUM--The student will be able to:

37.01 Demonstrate the ability to identify children's needs, interests, and abilities.
37.02 Assess ways to develop program philosophies, goals, and objectives.
37.03 Plan, prepare, and implement daily activities and routines.
37.04 Evaluate and critique all aspects of a program's growth.

38.0 DEMONSTRATE HOW SCHEDULES, SPACES, AND EXPERIENCES CREATE ENVIRONMENTS THAT PROMOTE CHILDREN'S TOTAL GROWTH AND DEVELOPMENT--The student will be able to:

38.01 Evaluate all aspects of an environment that provide opportunities for school-age children to learn through their play.
38.02 Plan and implement schedules that include active and quiet times, individual and small group experiences as well as child- and adult-initiated activities.
38.03 Plan and implement techniques for facilitating children's successful participation in all aspects of a program.

39.0 DEMONSTRATE THE ABILITY TO MOTIVATE CHILDREN AND TO INTERACT PROFESSIONAL WITH CHILDREN, PARENTS, AND STAFF--The student will be able to:

39.01 Plan and implement a variety of motivational techniques that encourage children to fully participate in all aspects of the program.
39.02 Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.
39.03 Demonstrate techniques for actively listening to children.
39.04 Explore use of open-ended questions.
39.05 Explore and use ideas for establishing healthy relationship with each child's family.
37.06 Demonstrate techniques for actively listening to other staff members.
39.07 Evaluate the value of professionalism in relationships with children, parents, and staff.

40.0 DEMONSTRATE ACTIVITIES THAT ARE ANTI-BIAS, NONVIOLENT, AND FROM A MULTICULTURAL PERSPECTIVE--The student will be able to:

40.01 Demonstrate techniques that show respect for the child's family makeup, cultural background, and religious beliefs.
40.02 Plan and implement methods to prevent and/or confront bias in the school-age program as it relates to gender, race, ethnicity, and differently able persons.
40.03 Integrate activities that build children's self-esteem into daily, weekly, and monthly plans.
40.04 Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for school age children.

OCCUPATIONAL COMPLETION POINT - DATA CODE E
CHILD CARE PROVIDER/FAMILY DAY CARE PROVIDER - Industry Title

41.0 DEMONSTRATE A KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT--The student will be able to:

41.01 Prevent and deal with tantrum, stubbornness, disrespect, and other behaviors which might complicate the child's ability to grow and develop as a functional and self-sufficient adult in the community.
41.02 Aid in the development and maintenance of a child's self-esteem.
41.03 Plan and arrange age-appropriate activities.
41.04 Apply guidance techniques for positive nurturing while guiding the behavior of young children.
41.05 Acquire knowledge and practical experience with exceptional all children.
41.06 Provide a variety of equipment, activities, and opportunities to promote the physical development of children.
41.07 Provide activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental level and learning styles of the children.

41.08 Actively communicate with children and provide opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.

41.09 Provide physical and emotional security for each child and assist each child in developing a sense of independence.

41.10 Help children learn to communicate and get along with each other, and encourage feelings of empathy and mutual respect among children.

41.11 Provide a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and groups.

42.0 APPLY INTERPERSONAL AND FAMILY DYNAMICS SKILLS TO CARING FOR CHILDREN AND COMMUNICATION WITH THEIR FAMILIES--The student will be able to:

42.01 Recognize and respect the cultural/ethnic influences of family units.

42.02 Develop skills for interfacing with families and teachers concerning their children.

42.03 Communicate effectively with children and their families.

42.04 Deal with situations which might damage one's credibility with the family.

42.05 Negotiate stressful situations of both a personal and professional nature.

42.06 Maintain an open, friendly and cooperative relationship with each child's family, encourage their involvement in the program, and support the child's relationship with his or her family.

43.0 DEVELOP AND MAINTAIN A HEALTHY AND SAFE LEARNING ENVIRONMENT FOR CHILDREN--The student will be able to:

43.01 Monitor and assist children with special health problems (allergies and other chronic illnesses).

43.02 Provide children with first aid, including CPR.

43.03 Provide care for a sick child.

43.04 Practice skills for assisting children with routine bathroom procedures and other personal care.

43.05 Recognize illness and/or fatigue in children.

43.06 Follow medical instructions for use in working with sick children or children who require special medicines.

43.07 Develop healthful ways to assure good naps and nighttime rest.

43.08 Assess an area or activity for health and safety.

43.09 Demonstrate the ability to swim well enough to supervise and/or save a child in the water.

43.10 Demonstrate techniques for handling dangerous situations such as fire, theft, or other emergency situations.

43.11 Identify and use appropriate transportation information specifically related to transporting children.

43.12 Promote good health and nutrition.

43.13 Provide a safe environment to prevent and reduce injuries.

43.14 Use space, relationships, material, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.

44.0 PLAN AND CONDUCT LEARNING AND RECREATIONAL ACTIVITIES FOR CHILDREN--The student will be able to:

44.01 Provide opportunities that stimulate children to play with sound, rhythm, and language materials.
44.02 Organize and monitor play and other physical activities.
44.03 Assist children in developing good manners.

45.0 DEMONSTRATE PROFESSIONAL AND ETHICAL BEHAVIOR--The student will be able to:

45.01 Determine whether to work on an environment that is not compatible with one's values.
45.02 Interview the potential employee as well as be interviewed by the potential employer.
45.03 Develop mutually beneficial contracts with the family for nanny services.
45.04 Develop a professional portfolio.
45.05 Negotiate employment benefits.
45.06 Regard family matters of employees as confidential.

OCCUPATIONAL COMPLETION POINT - DATA CODE F
CHILD CARE PROVIDER/PRESCHOOL - Industry Title

46.0 PLAN FOR, ESTABLISH, AND MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

46.01 Demonstrate good health and safety habits.
46.02 Demonstrate prevention of potential hazards in a child care facility.
46.03 Demonstrate developmentally appropriate practices for preschool children.
46.04 Demonstrate developmentally appropriate safety activities.
46.05 Demonstrate developmentally appropriate food preparation and nutrition education activities.
46.06 Demonstrate developmentally appropriate hygiene practices.
46.07 Establish and maintain a healthy learning environment.

47.0 PLAN AND IMPLEMENT DEVELOPMENTALLY APPROPRIATE PHYSICAL ACTIVITIES FOR PRESCHOOL CHILDREN--The student will be able to:

47.01 Demonstrate a knowledge of physical development.
47.02 Plan and implement developmentally appropriate gross motor activities.
47.03 Plan and implement developmentally appropriate fine motor activities.
47.04 Select and use appropriate equipment and materials for physical development.

48.0 GUIDE THE COGNITIVE DEVELOPMENT OF PRESCHOOL CHILDREN--The student will be able to:

48.01 Demonstrate a knowledge of cognitive development.

48.02 Plan and implement developmentally appropriate language activities.
48.03 Plan and implement developmentally appropriate math activities.
48.04 Plan and implement developmentally appropriate science activities.
48.05 Plan and implement developmentally appropriate social studies activities.
48.06 Plan and implement problem-solving activities that foster critical thinking skills.

49.0 GUIDE THE CREATIVE DEVELOPMENT OF PRESCHOOL CHILDREN--The student will be able to:

49.01 Plan and implement developmentally appropriate music activities.
49.02 Plan and implement developmentally appropriate art activities.
49.03 Plan and implement developmentally appropriate creative movement activities.

50.0 GUIDE THE SCHOOL DEVELOPMENT OF PRESCHOOL CHILDREN--The student will be able to:

50.01 Demonstrate a knowledge of social development.
50.02 Plan and implement activities that help children to develop interpersonal skills.
50.03 Plan and implement developmentally appropriate self-concept activities.
50.04 Plan and implement developmentally appropriate activities that promote multicultural understanding.
50.05 Plan and implement developmentally appropriate dramatic play activities.
50.06 Plan and implement developmentally appropriate group play.

51.0 DEMONSTRATE APPROPRIATE METHODS OF GUIDANCE AND CLASSROOM MANAGEMENT FOR PRESCHOOL CHILDREN--The student will be able to:

51.01 Demonstrate developmentally appropriate classroom management strategies such as routine, scheduling, and room arrangement.
51.02 Maintain a nurturing environment.
51.03 Demonstrate positive guidance techniques.

52.0 DEMONSTRATE POSITIVE COMMUNICATION TECHNIQUES WITH THE CHILD'S FAMILY--The student will be able to:

52.01 Plan and implement parent involvement activities.
52.02 Demonstrate positive staff and family interactions.

OCCUPATIONAL COMPLETION POINT - DATA CODE G
CHILD CARE PROVIDER/INFANT-TODDLER - Industry Title

53.0 DEMONSTRATE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

53.01 Complete an anecdotal record on one infant/toddler.

53.02 Interpret observations to the supervisor or instructor.
53.03 Apply observation information in working with infants and toddlers.
53.04 Complete a developmental evaluation on one infant or toddler and report on the child's progress.
53.05 Complete a daily record chart of physical functions of infants and toddlers.

54.0 GUIDE SENSORY INTEGRATION ACTIVITIES--The student will be able to:

54.01 Plan and implement visual stimulation activities.
54.02 Plan and implement auditory stimulation activities.
54.03 Plan and implement tactile stimulation activities.
54.04 Plan and implement activities that stimulate balance, coordination and movement.
54.05 Plan and implement olfactory stimulation activities.
54.06 Plan and implement gustatory stimulation activities.

55.0 GUIDE PHYSICAL DEVELOPMENT ACTIVITIES--The student will be able to:

55.01 Plan and implement age-appropriate gross motor development activities.
55.02 Plan and implement age-appropriate fine motor development activities.

56.0 GUIDE SELF-HELP ACTIVITIES--The student will be able to:

56.01 Plan and implement age-appropriate nutritional snacks.
56.02 Demonstrate feeding techniques.
56.03 Assist with toilet training of toddlers.
56.04 Demonstrate diapering techniques.
56.05 Demonstrate dressing techniques.
56.06 Assist toddlers with grooming skills.
56.07 Demonstrate bathing techniques.
56.08 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.

57.0 USE APPROPRIATE METHODS OF GUIDANCE AND DISCIPLINE--The student will be able to:

57.01 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
57.02 Demonstrate positive techniques for guiding behavior.
57.03 Demonstrate various calming and soothing techniques.

58.0 COMMUNICATE WITH STAFF, PARENTS, AND CHILDREN--The student will be able to:

58.01 Demonstrate communication skills with personnel, parents, and children.
58.02 Simulate staff and family communications on an infant's or toddler's progress.

58.03 Simulate informing parent/guardian of a child's emergency illness, progress, behavior, attendance, or activities.

OCCUPATIONAL COMPLETION POINT - DATA CODE H
CHILD CARE PROVIDER/CHILDREN WITH SPECIAL NEEDS - Industry Title

59.0 DEMONSTRATE RESOURCES NEEDED TO CARE FOR CHILDREN WITH DISABLING CONDITIONS--The student will be able to:

59.01 Demonstrate use of community resources needed when working with children with disabling conditions.
59.02 Simulate working with members of the team that provide services to children with disabling conditions and their families.
59.03 Simulate procedures for referring a child for further evaluation.

60.0 PLAN AND PROVIDE FOR DEVELOPMENTALLY APPROPRIATE CAREGIVING ENVIRONMENTS FOR STUDENTS WITH SPECIAL NEEDS--The student will be able to:

60.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
60.02 Assist in providing safe, healthy, and developmentally appropriate environments within the caregiving setting.
60.03 Implement age-appropriate play for children with disabling conditions.
60.04 Provide safe, healthy, and developmentally appropriate activities.

61.0 DEMONSTRATE TECHNIQUES NEEDED TO CARE FOR CHILDREN WITH DISABLING CONDITIONS--The student will be able to:

61.01 Apply observation information in working with children with special needs.
61.02 Demonstrate methods of observation.
61.03 Demonstrate ways to encourage positive food choices.
61.04 Demonstrate special feeding techniques for children with disabling conditions.
61.05 Demonstrate calming and soothing techniques for children with disabling conditions.
61.06 Demonstrate positive techniques for managing and guiding behavior.

62.0 DEMONSTRATE CAREGIVING SKILLS RELATED TO THE UNIVERSAL INFECTION CONTROL SYSTEM--The student will be able to:

62.01 Demonstrate appropriate diapering and toileting procedures.
62.02 Demonstrate appropriate methods for disabling of bodily products.
62.03 Demonstrate appropriate techniques for seizure management.

63.0 DEMONSTRATE PROFESSIONAL RESPONSIBILITIES--The student will be able to:

63.01 Demonstrate a positive role model through language, appearance, social skills, and interpersonal relationships.

63.02 Demonstrate team skills.
63.03 Participate in an organization for children and families.
63.04 Pursue further study of young children.

OCCUPATIONAL COMPLETION POINT - DATA CODE I
CHILD CARE PROVIDER/HOME VISITOR (PSAV ONLY) - Industry Title

64.0 RECOGNIZE LEGAL AND PROFESSIONAL RESPONSIBILITIES WHEN VISITING WITH FAMILIES--The student will be able to:

64.01 Identify laws, ordinances rules and regulations which govern families.
64.02 Develop and maintain a current resource list of local, professional and service agencies that assist families.
64.03 Demonstrate compliance with professional responsibilities in unusual situations, such as emergencies, child abuse cases and conflicts.
64.04 Demonstrate compliance with rules of privacy and confidentiality when working with families.

65.0 DEMONSTRATE RELATIONSHIP BUILDING WITH FAMILY MEMBERS--The student will be able to:

65.01 Describe the types of interpersonal skills that a Home Visitor needs in order to establish healthy and effective relationships with families.
65.02 Explain family dynamics: the different ways in which families and family members function.
65.03 Identify the critical developmental tasks in the family life cycle common to the stages of family growth and development.
65.04 Identify the specific tasks of parenting and the common concerns or problems of parenthood.
65.05 Explain how family values are formed and influenced by family members and outside forces.
65.06 Identify some common strengths/characteristics of healthy families.
65.07 Plan activities that build stronger relationships between family and the community.
65.08 Demonstrate conflict resolution skills for family settings.
65.09 Simulate home visits that provide motivation, evaluation, feedback and coaching to all family members.

66.0 Plan and implement intervention activities which encourage family members to provide safe and healthy home environments--The student will be able to:

66.01 Identify resources, support systems and family service agencies available to assist families in meeting the health and safety needs of each family member.
66.02 Assess and guide families in making plans for meeting basic needs.
66.03 Identify common accidents and health problems facing families today.
66.04 Identify procedures for family emergency and illness care.

66.05 Identify standard housekeeping techniques and procedures for home maintenance.

66.06 Plan and implement intervention activities which encourage adequate adult supervision of children in the home.

66.07 Plan and implement intervention activities which encourage healthy housekeeping techniques.

66.08 Plan and implement intervention activities to encourage "child-proofing" to promote accident prevention in the home.

66.09 Develop strategies for monitoring and promoting safe and healthy home environments during home visits.

67.0 Plan and implement intervention activities which encourage family members to provide healthy and nutritious food service in the home environment--The student will be able to:

67.01 Identify food preparation equipment and safe handling procedures appropriate for different types of home environments.

67.02 Identify food preferences, dietary requirements and available food resources for individual families.

67.03 Plan and implement activities to promote healthy attitudes about food and family mealtimes and snacktimes.

67.04 Plan and implement activities to encourage safe and healthy mealtime routines in the home environment.

67.05 Provide intervention activities to promote safe, clean and healthy family food preparation and service for a variety of different home environments.

68.0 Plan and implement intervention activities which enable family members to encourage physical, emotional and social growth/development for each child--The student will be able to:

68.01 Identify critical stages of physical growth/development of the children and the adult members of the families.

68.02 Identify critical stages of emotional, affective growth/development of the children and the adult members of families.

68.03 Identify critical stages of social growth/development of the children and the adult members of families.

68.04 Demonstrate developmentally appropriate physical/motor activities for each child in the family.

68.05 Plan and implement family activities that promote positive parent/child relationships.

68.06 Plan and implement activities that promote developmentally appropriate boundaries, rules and expectations for family members.

68.07 Demonstrate developmentally appropriate activities that adult family members can model in order to build self-concept needs of children.

68.08 Demonstrate developmentally appropriate activities that develop interpersonal skills of family members.

68.09 Encourage adult family members to identify areas of stress/conflict and assist families in making plans to address problematic family situations.

68.10 Demonstrate developmentally appropriate family guidance methods.
68.11 Create a resource file of ideas for family outings and entertainment.
68.12 Plan and implement activities to promote family traditions, celebrations and family-style entertainment.

69.0 Plan and implement activities designed to encourage family members to provide home environments that are conducive to cognitive learning and appropriate for the developmental stages of the children who live in the family group--The student will be able to:

69.01 Identify learning modalities/styles of child and adult family members.
69.02 Demonstrate techniques to assess each child's readiness for new experiences.
69.03 Explain adult members' critical roles in the cognitive development of children.
69.04 Plan and implement activities to promote language and literacy in the home.

70.0 Demonstrate ways families can encourage curiosity, exploration, play and creative problem solving appropriate to the developmental levels and learning styles of the children in the home--The student will be able to:

70.01 Identify developmentally appropriate ways to stimulate creativity in children.
70.02 Guide families in appropriate toy selection and play equipment.
70.03 Guide families in the provision of appropriate space for children's work and play.
70.04 Plan and implement developmentally appropriate art, music and creative activities in the home environment.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8503211
Course Title: Early Childhood Education 1
Course Credit: 1

COURSE DESCRIPTION:

This course was developed as the first part of the core. Students will develop competence in child care rules and regulations; learning environments; nutrition education; child abuse and neglect; principles of child development; observation and recording methods; developmentally appropriate practices; special needs children; community needs and resources; guidance methods; communication skills and a balance of family, school and work.

OCCUPATIONAL COMPLETION POINT - DATA CODE A
CHILD CARE AIDE - Industry Title

01.0 IDENTIFY RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

01.01 Identify child care facilities that require licensing.
01.02 Identify the major areas of child care standards.
01.03 Identify the local licensing agency and its responsibilities.
01.04 Identify local fire, safety, sanitation, and health regulations.
01.05 Identify state minimum standards for screening owners, operations, staff, volunteers, and others.
01.06 Identify laws and ordinances that govern state and local licensing.
01.07 Identify current child-care issues and proposed legislation which govern child care.
01.08 Identify information concerning child discipline in state rules (HRS10M-12.013).
01.09 Demonstrate compliance with rules and regulations governing child care centers.

02.0 MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

02.01 Identify characteristics of a safe, sanitary, healthy environment.
02.02 Assist children with personal hygiene routines.
02.03 Maintain a checklist for evaluations safety and sanitation features.
02.04 Visualize potential safety and afire hazard problems and plan ways to prevent accidents.
02.05 Complete certification of an approved First aid and CPR (Infant/Child) course.
02.06 Demonstrate evacuation procedures.
02.07 Identify characteristics of a healthy child.

02.08 Recognize symptoms of childhood illness.
02.09 Demonstrate communicable illness control in group settings.
02.10 Identify the need for immunizations.
02.11 Care for sick or injured children.
02.12 Demonstrate responsibility for maintenance and organization of facility.
02.13 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.
02.14 Assist parent (guardian) in completion of medication permission forms.
02.15 Demonstrate use of fire extinguisher.
02.16 Practice personal hygiene standards desired in heath codes.
02.17 Use appropriate telephone numbers in a simulated emergency situations.
02.18 Visualize and plan for disaster situations.
02.19 Demonstrate safe and responsible use of equipment and supplies.
02.20 Follow established procedures for reporting accidents/incidents.
02.21 Encourage children to develop positive attitudes and skills for daily routines.
02.22 Practice environmentally sound procedures.

03.0 PLAN FOOD SERVICE AND NUTRITION EDUCATION--The student will be able to:

03.01 Identify the nutritional needs of children.
03.02 Identify and plan for nutritious snacks.
03.03 Identify features/practices in safe, clean, and healthy food service programs.
03.04 Practice safe and sanitary food service habits.

04.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATION--The student will be able to:

04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
04.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
04.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
04.05 Identify the characteristics of abusers.
04.06 Identify the impact and effects of child abuse and neglect.
04.07 Identify current legislation that deals with child abuse and neglect.
04.08 Describe legal requirements and protection of child-care workers in reporting suspected child abuse or neglect according to Florida law.
04.09 Identify state and local guidelines and procedures for reporting child abuse and neglect.
04.10 Identify the role and responsibility of child-care personnel in observing and reporting suspect child abuse and neglect.

04.11 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.

04.12 Identify local community resources that provide help for the abused and the abuser.

05.0 IDENTIFY PRINCIPLES OF CHILD DEVELOPMENT (BIRTH THROUGH SCHOOL AGE)--The student will be able to:

05.01 Describe and exhibit the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.

05.02 Describe the physical, emotional, intellectual, and social characteristics of children from birth through age twelve.

05.03 Analyze how nutrition, environment, heredity, and health status influence the development of the child.

06.0 DEMONSTRATE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

06.01 Identify observation techniques and methods.

06.02 Observe, record, and report the behavior of children of various ages on observation forms.

06.03 Observe the importance of, and demonstrate, confidentiality of child/family records.

07.0 DEMONSTRATE AN UNDERSTANDING OF DEVELOPMENTALLY APPROPRIATE PRACTICE FOR PROGRAM SERVING YOUNG CHILDREN--The student will be able to:

07.01 Identify and demonstrate various methods of curriculum planning for young children.

07.02 Define developmentally appropriate practices.

07.03 Discuss the importance of learning through play.

07.04 Describe learning centers used in developmentally appropriate environment.

08.0 DEMONSTRATE AN AWARENESS OF CHILDREN WITH DISABILITIES--The student will be able to:

08.01 Discuss circumstances and factors that put a child at risk for developing disabling conditions.

08.02 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.

08.03 Identify organizations and agencies that provide services or assistance to children with disabilities and their families.

09.0 IDENTIFY KNOWLEDGE OF COMMUNITY NEEDS AND RESOURCES--The student will be able to:

09.01 Identify state organizations and agencies that serve children and families.

09.02 Identify local community resources that serve children and families.
09.03 Organize community resource information.
10.0 IDENTIFY APPROPRIATE METHODS OF GUIDANCE--The student will be able to:

10.01 Describe methods of direct and indirect guidance.
10.02 Identify preventative measures of direct and indirect guidance.
10.03 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
10.04 Identify acceptable and unacceptable methods of guiding behavior.
10.05 Demonstrate effective, positive guidance techniques for guiding behavior.
10.06 Demonstrate behavior toward children that is caring, nonabusive, and builds self-esteem and responsibility (ego-building).

11.0 DEMONSTRATE PROFESSIONALISM--The student will be able to:

11.01 Identify factors that aid professional growth in a child caregiver.
11.02 Develop a self-improvement activity related to professionalism.
11.03 Identify opportunities for continuing education.
11.04 Assess their attitudes and performance.
11.05 Identify and demonstrate the exemplary behavior and social skills needed as a role model for children.
11.06 Demonstrate knowledge of legal issues and liability.

12.0 IDENTIFY COMMUNICATION SKILLS--The student will be able to:

12.01 Identify and use job-related terminology.
12.02 Identify effective communication skills with personnel and parents/guardians of children.
12.03 Identify effective communication skills with children including interacting positively with each child, dialog with the children as a group, or individual dialog with children through active listening, open-ended questions, description of feelings, activities, and spontaneous experiences.

13.0 DEMONSTRATE AN AWARENESS OF RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL, AND WORK--The student will be able to:

13.01 Define realistic expectations and/or goals for balancing family, school, and work.
13.02 Identify available resources that can support school, work, and family.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8503212
Course Title: Early Childhood Education 2
Course Credit: 1

COURSE DESCRIPTION:

This course is the second in the core. Students will acquire competence in rules and regulation compliance; food service implementation; child development principles application; programs serving young children; inclusion of children with special needs; entrepreneurship; employability skills; communication skills; and interpersonal relationship skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
CHILD CARE ASSISTANT I - Industry Title

14.0 COMPLY WITH RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

14.01 Apply rules and regulations governing child care centers.

15.0 IMPLEMENT FOOD SERVICE AND NUTRITION EDUCATION--The student will be able to:

15.01 Assist with preparation of age-appropriate nutritious snacks and meals.
15.02 Demonstrate techniques to encourage positive food choices and good eating habits.
15.03 Guide age-appropriate food preparation/nutrition education activities.
15.04 Assist with mealtime routines.

16.0 APPLY PRINCIPLES OF CHILD DEVELOPMENT--The student will be able to:

16.01 Apply the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
16.02 Demonstrate physical, emotional, intellectual, and social characteristics of children form birth through age twelve.

17.0 IMPLEMENT DEVELOPMENTALLY APPROPRIATE PRACTICES FOR PROGRAMS SERVING YOUNG CHILDREN--The student will be able to:

17.01 Plan and implement developmentally appropriate curriculum activities to enhance the physical, intellectual, social, emotional, and creative development.
17.02 Plan and implement a developmentally appropriate learning environment.
17.03 Plan and implement learning activities that encourage positive interaction between children and between adults and children.

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17.04 Plan and implement a program to include child-initiated activities, active child participation and involvement with the environment, individual or small group activities, and activity centers.

18.0 PROVIDE INCLUSION FOR CHILDREN WITH DISABILITIES--The student will be able to:

18.01 Develop methods for including children with disabilities.
18.02 Plan individual and group activities for children with disabilities.

19.0 USE APPROPRIATE METHODS OF GUIDANCE--The student will be able to:

19.01 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
19.02 Demonstrate effective, positive guidance techniques for guiding behavior.
19.03 Demonstrate behavior toward children that is caring, nonabusive, and builds self-esteem and responsibility (ego-building).

20.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

20.01 Define entrepreneurship.
20.01 Describe the importance of entrepreneurship to the American economy.
20.03 List the advantages and disadvantages of business ownership.
20.04 Identify the risks involved in ownership of a business.
20.05 Identify the necessary personal characteristics of a successful entrepreneur.
20.06 Identify the business skills needed to operate a small business efficiently and effectively.
20.07 Describe responsibilities of an employee to support the business or industry.

21.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

21.01 Conduct a job search.
21.02 Secure information about a job.
21.03 Identify documents that may be required when applying for a job.
21.04 Complete a job application form correctly.
21.05 Demonstrate competencies in job interview techniques.
21.06 Identify or demonstrate appropriate responses to criticism.
21.07 Identify acceptable work habits.
21.08 Demonstrate a knowledge of how to make job changes appropriately.

22.0 IDENTIFY CAREER OPPORTUNITIES IN THE EARLY CHILDHOOD PROFESSION--The student will be able to:

22.01 Define the early childhood education profession.
22.02 Identify early childhood education career options.

23.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

23.01 Identify professional, labor, and student organizations.
23.02 Identify purposes and functions of professional and student organizations.
23.03 Identify roles and responsibilities of members.
23.04 Work cooperatively as a team member to achieve organizational goals.
23.05 Demonstrate confidence in leadership roles and organization responsibilities.
23.06 Demonstrate commitment to achieve organizational goals.
23.07 Develop a persona - growth project related to organizational skills.
23.08 Demonstrate critical thinking and problem-solving skills.

24.0 SIMULATE AN AWARENESS OF RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL, AND WORK--The student will be able to:

24.03 Demonstrate networking with support systems, including family and community agencies.
24.04 Describe ways of reducing stress in dual-role lifestyles.
24.05 Apply the decision-making process to specific problems related to balancing family, school, and work.

25.0 DEMONSTRATE COMMUNICATION SKILLS--The student will be able to:

25.01 Demonstrate effective communication skills with personnel and parents/guardians of children.
25.02 Demonstrate effective communication skills with children, including interacting positively with each child, dialog with the children as a group, or individual dialog with children through active listening, open-ended questions, description of feelings, activities, and spontaneous experiences.
25.03 Communicate thoughts, ideas, information, and messages orally and in writing.
25.04 Receive, attend to, interpret, and respond to verbal messages and other cues.
25.05 Use correct grammar.
25.06 Demonstrate appropriate telephone etiquette.
25.07 Simulate staff and family communications in a crisis/emergency situation.
25.08 Locate, understand and interpret written information in job-related materials.
25.09 Demonstrate the ability to communicate using a variety of technologies.
25.10 Apply verbal and written directions.

26.0 DISPLAY INTERPERSONAL RELATIONSHIP SKILLS--The student will be able to:

26.01 Exhibit responsibility toward achieving goals.
26.02 Maintain positive view of self.
26.03 Display sociability, empathy, understanding, and caring.
26.04 Display ability to manage personal resources to maintain goals.
26.05 Display honesty and integrity in interacting with children as well as co-workers.
26.06 Respond to needs and strengths of the multi-ethnic workplace.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8503213
Course Title: Early Childhood Education 3
Course Credit: 1

COURSE DESCRIPTION:

The final course of the core will help students gain competence in interpretation, evaluation and utilization of observation information; child development theories; Early Childhood Education trends and issues; family, child care center and community interaction and classroom management techniques.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
CHILD CARE ASSISTANT II - Industry Title

27.0 INTERPRET, EVALUATE, AND UTILIZE OBSERVATION INFORMATION--The student will be able to:

- 27.01 Complete a case study of one child.
- 27.02 Interpret and evaluate case study information.
- 27.03 Develop appropriate ways to use observation information.
- 27.04 Apply observation information in working with children.
- 27.05 Develop and implement an educational plan for an individual child.

28.0 ANALYZE THEORIES OF CHILD DEVELOPMENT--The student will be able to:

- 28.01 Compare differences between cognitive interactionist, psychosocial, psychoanalytical, and behaviorist theories.
- 28.02 Develop a personal philosophy of Early Childhood Education.

29.0 RESEARCH CURRENT TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION--The student will be able to:

- 29.01 Identify current trends and issues in Early childhood Education.
- 29.02 Locate, collect, and organize current information on trends and issues.
- 29.03 Interpret the impact of current trends and issues on the Early Childhood field.

30.0 PROMOTE POSITIVE INTERACTION BETWEEN FAMILY, DAY CARE CENTER, AND COMMUNITY--The student will be able to:

- 30.01 Plan and implement parental involvement in activities and curriculum planning.
- 30.02 Identify ways of communication with parents.

31.0 DEMONSTRATE THE ROLE OF THE DAY CARE CENTER STAFF--The student will be able to:

31.01 Compare roles and responsibilities.
31.02 Practice professionalism in the workplace.
31.03 Demonstrate leadership and organizational skills.

32.0 PLAN AND IMPLEMENT CLASSROOM MANAGEMENT TECHNIQUES--The student will be able to:

32.01 Develop and implement a plan to meet short and long term goals.
32.02 Identify appropriate teaching techniques to meet various learning styles.
32.03 Identify developmentally appropriate supplies and teaching materials.
32.04 Arrange learning centers for a variety of activities.
32.05 Plan and implement developmentally appropriate special events such as field trips and holiday program, including use of community resource people.
32.06 Maintain children's records.
32.07 Plan, implement, and evaluate a developmentally appropriate classroom schedule and daily lesson plan.
32.08 Plan and implement a developmentally appropriate program to meet the needs of the individual child and the group as well.
32.09 Identify the importance and demonstrate the arrangement of an Early Childhood classroom so that children will become self-directed in their learning.
32.10 Describe and set up activity centers within the learning environment, and identify ways that the center enhances the development of young children.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8503220
Course Title: Child Care Provider/School Age
Course Credit: 1

COURSE DESCRIPTION:

This specialization prepares students to work with school age children. Students will gain competence in career and job opportunities; history, development and diversity; child growth and development; behavior observation; curriculum development; professional interaction and anti-biased, nonviolent and multicultural activities of school age children.

OCCUPATIONAL COMPLETION POINT - DATA CODE D
CHILD CARE PROVIDER/SCHOOL AGE CHILD - Industry Title

33.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

33.01 Identify before- and after-school jobs and related career opportunities.
33.02 Identify career options in the industry, such as entrepreneurship and franchise ownership.

34.0 DEMONSTRATE A BASIC UNDERSTANDING OF THE HISTORY, DEVELOPMENT, AND DIVERSITY OF SCHOOL-AGE CHILDREN--The student will be able to:

34.01 Describe the need for school-age child care and how it has evolved.
34.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.
34.03 Explain the personal and professional characteristics of a school-age caregiver.

35.0 DEMONSTRATE A BASIC KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT AS IT RELATES TO SCHOOL-AGE CHILDREN--The student will be able to:

35.01 Describe how major theories of human development provide a basis for planning programs.
35.02 Explain why and how individual children may overlap both younger and older chronological programs.
35.03 Demonstrate how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.

36.0 DEMONSTRATE THE ABILITY TO OBSERVE CHILDREN'S BEHAVIORS--The student will be able to:

36.01 Analyze observation methods and uses.
36.02 Interpret and evaluate case study information.
36.03 Complete a case study on one child.

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36.04 Explore causes of unacceptable behavior in children and adults.
36.05 Demonstrate and analyze strategies which encourage children to solve problems, develop self-control and become independent.

37.0 APPLY KNOWLEDGE OF PROGRAM ELEMENTS NEEDED TO CREATE A SUCCESSFUL DEVELOPMENTALLY APPROPRIATE CURRICULUM--The student will be able to:

37.01 Demonstrate the ability to identify children's needs, interests, and abilities.
37.02 Assess ways to develop program philosophies, goals, and objectives.
37.03 Plan, prepare, and implement daily activities and routines.
37.04 Evaluate and critique all aspects of a program's growth.

38.0 DEMONSTRATE HOW SCHEDULES, SPACES, AND EXPERIENCES CREATE ENVIRONMENTS THAT PROMOTE CHILDREN'S TOTAL GROWTH AND DEVELOPMENT--The student will be able to:

38.01 Evaluate all aspects of an environment that provide opportunities for school-age children to learn through their play.
38.02 Plan and implement schedules that include active and quiet times; individual and small group experiences, and child and adult initiated activities.
38.03 Plan and implement techniques for facilitating children's successful participation in all aspects of a program.

39.0 DEMONSTRATE THE ABILITY TO MOTIVATE CHILDREN AND TO INTERACT PROFESSIONAL WITH CHILDREN, PARENTS, AND STAFF--The student will be able to:

39.01 Plan and implement a variety of motivational techniques that encourage children to fully participate in all aspects of the program.
39.02 Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.
39.03 Demonstrate techniques for actively listening to children.
39.04 Explore use of open-ended questions.
39.05 Explore and use ideas for establishing healthy relationship with each child's family.
37.06 Demonstrate techniques for actively listening to other staff members.
39.07 Evaluate the value of professionalism in relationships with children, parents, and staff.

40.0 DEMONSTRATE ACTIVITIES THAT ARE ANTI-BIAS, NONVIOLENT, AND FROM A MULTICULTURAL PERSPECTIVE--The student will be able to:

40.01 Demonstrate techniques that show respect for the child's family makeup, cultural background, and religious beliefs.
40.02 Plan and implement methods to prevent and/or confront bias in the school-age program as it relates to gender, race, ethnicity, and differently able persons.

40.03 Integrate activities that build children's self-esteem into daily, weekly, and monthly plans.

40.04 Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for school age children.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8503230
Course Title: Child Care Provider/Family Day Care
Course Credit: .5

COURSE DESCRIPTION:

This specialization prepares students to work in a family day care setting. Students will gain competence in child growth and development; family dynamics skill; learning environments; childrens activities and professional and ethical behaviors in the area of family day care.

OCCUPATIONAL COMPLETION POINT - DATA CODE E
CHILD CARE PROVIDER/FAMILY DAY CARE PROVIDER - Industry Title

41.0 DEMONSTRATE A KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT--The student will be able to:

41.01 Prevent and deal with tantrum, stubbornness, disrespect, and other behaviors which might complicate the child's ability to grow and develop as a functional and self-sufficient adult in the community.
41.02 Aid in the development and maintenance of a child's self-esteem.
41.03 Plan and arrange age-appropriate activities.
41.04 Apply guidance techniques for positive nurturing while guiding the e behavior of young children.
41.05 Acquire knowledge and practical experience with exception children.
41.06 Provide a variety of equipment, activities, and opportunities to promote the physical development of children.
41.07 Provide activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental level and learning styles of the children.
41.08 Actively communicate with children and provide opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
41.09 Provide physical and emotional security for each child and assist each child in developing a sense of independence.
41.10 Help children learn to communicate and get along with each other, and encourage feelings of empathy and mutual respect among children.
41.11 Provide a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and groups.

42.0 APPLY INTERPERSONAL AND FAMILY DYNAMICS SKILLS TO CARING FOR CHILDREN AND COMMUNICATION WITH THEIR FAMILIES--The student will be able to:

42.01 Recognize and respect the cultural/ethnic influences of family units.
42.02 Develop skills for interfacing with families and teachers concerning their children.
42.03 Communicate effectively with children and their families.
42.04 Deal with situations which might damage one's credibility with the family.
42.05 Negotiate stressful situations of both a personal and professional nature.
42.06 Maintain an open, friendly and cooperative relationship with each child's family, encourage their involvement in the program, and support the child's relationship with his or her family.

43.0 DEVELOP AND MAINTAIN A HEALTHY AND SAFE LEARNING ENVIRONMENT FOR CHILDREN--The student will be able to:

43.01 Monitor and assist children with special health problems (allergies and other chronic illnesses).
43.02 Provide children with first aid, including CPR.
43.03 Provide care for a sick child.
43.04 Practice skills for assisting children with routine bathroom procedures and other personal care.
43.05 Recognize illness and/or fatigue in children.
43.06 Follow medical instructions for use in working with sick children or children who require special medicines.
43.07 Develop healthful ways to assure good naps and nighttime rest.
43.08 Assess an area or activity for health and safety.
43.09 Demonstrate the ability to swim well enough to supervise and/or save a child in the water.
43.10 Demonstrate techniques for handling dangerous situations such as fire, theft, or other emergency situations.
43.11 Identify and use appropriate transportation information specifically related to transporting children.
43.12 Promote good health and nutrition.
43.13 Provide a safe environment to prevent and reduce injuries.
43.14 Use space, relationships, material, and routines as resources for construction an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.

44.0 PLAN AND CONDUCT LEARNING AND RECREATIONAL ACTIVITIES FOR CHILDREN--The student will be able to:

44.01 Provide opportunities that stimulate children to play with sound, rhythm, language materials.
44.02 Organize and monitor play and other physical activities.
44.03 Assist children in developing good manners.

45.0 DEMONSTRATE PROFESSIONAL AND ETHICAL BEHAVIOR--The student will be able to:

45.01 Determine whether to work in an environment that is not compatible with one's values.

45.02 Interview the potential employee as well as be interviewed by the potential employer.

45.03 Develop mutually beneficial contracts with the family for nanny services.

45.04 Develop a professional portfolio.

45.05 Negotiate employment benefits.

45.06 Regard family matters of employees as confidential.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8503240
Course Title: Child Care Provider/Preschool
Course Credit: 1

COURSE DESCRIPTION:

This specialization prepares students to work with preschool children. Student will gain competence in the areas of learning environments; physical activities; cognitive, creative and social development; guidance; classroom management and communication techniques for preschool children.

OCCUPATIONAL COMPLETION POINT - DATA CODE F
CHILD CARE PROVIDER/PRESCHOOL - Industry Title

46.0 PLAN FOR, ESTABLISH, AND MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

46.01 Demonstrate good health and safety habits.
46.02 Demonstrate prevention of potential hazards in a child care facility.
46.03 Demonstrate developmentally appropriate practices for preschool children.
46.04 Demonstrate developmentally appropriate safety activities.
46.05 Demonstrate developmentally appropriate food preparation and nutrition education activities.
46.06 Demonstrate developmentally appropriate hygiene practices.
46.07 Establish and maintain a healthy learning environment.

47.0 PLAN AND IMPLEMENT DEVELOPMENTALLY APPROPRIATE PHYSICAL ACTIVITIES FOR PRESCHOOL CHILDREN--The student will be able to:

47.01 Demonstrate a knowledge of physical development.
47.02 Plan and implement developmentally appropriate gross motor activities.
47.03 Plan and implement developmentally appropriate fine motor activities.
47.04 Select and use appropriate equipment and materials for physical development.

48.0 GUIDE THE COGNITIVE DEVELOPMENT OF PRESCHOOL CHILDREN--The student will be able to:

48.01 Demonstrate a knowledge of cognitive development.
48.02 Plan and implement developmentally appropriate language activities.
48.03 Plan and implement developmentally appropriate math activities.
48.04 Plan and implement developmentally appropriate science activities.

48.05 Plan and implement developmentally appropriate social studies activities.
48.06 Plan and implement problem-solving activities that foster critical thinking skills.

49.0 GUIDE THE CREATIVE DEVELOPMENT OF PRESCHOOL CHILDREN--The student will be able to:

49.01 Plan and implement developmentally appropriate music activities.
49.02 Plan and implement developmentally appropriate art activities.
49.03 Plan and implement developmentally appropriate creative movement activities.

51.0 DEMONSTRATE APPROPRIATE METHODS OF GUIDANCE AND CLASSROOM MANAGEMENT FOR PRESCHOOL CHILDREN--The student will be able to:

51.01 Demonstrate developmentally appropriate classroom management strategies such as routine, scheduling, and room arrangement.
51.02 Maintain a nurturing environment.
51.03 Demonstrate positive guidance techniques.

52.0 DEMONSTRATE POSITIVE COMMUNICATION TECHNIQUES WITH THE CHILD'S FAMILY--The student will be able to:

52.01 Plan and implement parent involvement activities.
52.02 Demonstrate positive staff and family interactions.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8503250
Course Title: Child Care Provider/Infant Toddler
Course Credit: 1

COURSE DESCRIPTION:

This specialization prepares students to work with infants and toddlers. Students will gain competence in observation and recording method; sensory integration activities; physical development; guidance and discipline methods; and communication when working with infants and toddlers.

OCCUPATIONAL COMPLETION POINT - DATA CODE G
CHILD CARE PROVIDER/INFANT-TODDLER - Industry Title

53.0 DEMONSTRATE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

- 53.01 Complete an anecdotal record on one infant/toddler.
- 53.02 Interpret observations to the supervisor or instructor.
- 53.03 Apply observation information in working with infants and toddlers.
- 53.04 Complete a developmental evaluation on one infant or toddler and report on the child's progress.
- 53.05 Complete a daily record chart of physical functions of infants and toddlers.

54.0 GUIDE SENSORY INTEGRATION ACTIVITIES--The student will be able to:

- 54.01 Plan and implement visual stimulation activities.
- 54.02 Plan and implement auditory stimulation activities.
- 54.03 Plan and implement tactile stimulation activities.
- 54.04 Plan and implement activities that stimulate balance, coordination and movement.
- 54.05 Plan and implement olfactory stimulation activities.
- 54.06 Plan and implement gustatory stimulation activities.

55.0 GUIDE PHYSICAL DEVELOPMENT ACTIVITIES--The student will be able to:

- 55.01 Plan and implement age-appropriate gross motor development activities.
- 55.02 Plan and implement age-appropriate fine motor development activities.

56.0 GUIDE SELF-HELP ACTIVITIES--The student will be able to:

- 56.01 Plan and implement age-appropriate nutritional snacks.
- 56.02 Demonstrate feeding techniques.
- 56.03 Assist with toilet training of toddlers.
- 56.04 Demonstrate diapering techniques.

56.05 Demonstrate dressing techniques.
56.06 Assist toddlers with grooming skills.
56.07 Demonstrate bathing techniques.
56.08 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.

57.0 USE APPROPRIATE METHODS OF GUIDANCE AND DISCIPLINE--The student will be able to:

57.01 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
57.02 Demonstrate positive techniques for guiding behavior.
57.03 Demonstrate various calming and soothing techniques.

58.0 COMMUNICATE WITH STAFF, PARENTS, AND CHILDREN--The student will be able to:

58.01 Demonstrate communication skills with personnel, parents, and children.
58.02 Simulate staff and family communications on an infant's or toddler's progress.
58.03 Simulate informing parent/guardian of a child's emergency illness, progress, behavior, attendance, or activities.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8503260
Course Title: Child Care Provider/Children With Special Needs
Course Credit: .5

COURSE DESCRIPTION:

This specialization prepares students to work with children with special needs. Students will gain competence in resources; caregiving environments; techniques; infection control system and professional responsibilities of children with special needs.

OCCUPATIONAL COMPLETION POINT - DATA CODE H

CHILD CARE PROVIDER/CHILDREN WITH SPECIAL NEEDS - Industry Title

59.0 DEMONSTRATE RESOURCES NEEDED TO CARE FOR CHILDREN WITH DISABLING CONDITIONS--The student will be able to:

- 59.01 Demonstrate use of community resources needed when working with children with disabling conditions.
- 59.02 Simulate working with members of the team that provide services to children with disabling conditions and their families.
- 59.03 Simulate procedures for referring a child for further evaluation.

60.0 PLAN AND PROVIDE FOR DEVELOPMENTALLY APPROPRIATE CAREGIVING ENVIRONMENTS FOR STUDENTS WITH SPECIAL NEEDS--The student will be able to:

- 60.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
- 60.02 Assist in providing safe, healthy, and developmentally appropriate environments within the caregiving setting.
- 60.03 Implement age-appropriate play for children with disabling conditions.
- 60.04 Provide safe, healthy, and developmentally appropriate activities.

61.0 DEMONSTRATE TECHNIQUES NEEDED TO CARE FOR CHILDREN WITH DISABLING CONDITIONS--The student will be able to:

- 61.01 Apply observation information in working with children with special needs.
- 61.02 Demonstrate methods of observation.
- 61.03 Demonstrate ways to encourage positive food choices.
- 61.04 Demonstrate special feeding techniques for children with disabling conditions.
- 61.05 Demonstrate calming and soothing techniques for children with disabling conditions.

61.06 Demonstrate positive techniques for managing and guiding behavior.

62.0 DEMONSTRATE CAREGIVING SKILLS RELATED TO THE UNIVERSAL INFECTION CONTROL SYSTEM--The student will be able to:

62.01 Demonstrate appropriate diapering and toileting procedures.
62.02 Demonstrate appropriate methods for disabling of bodily products.
62.03 Demonstrate appropriate techniques for seizure management.

63.0 DEMONSTRATE PROFESSIONAL RESPONSIBILITIES--The student will be able to:

63.01 Demonstrate a positive role model through language, appearance, social skills, and interpersonal relationships.
63.02 Demonstrate team skills.
63.03 Participate in an organization for children and families.
63.04 Pursue further study of young children.

July 1997

Florida Department of Education
INTENDED OUTCOMES

Program Title: **Child Care Center Operations (PSAV Only)**

	PSAV
Program Numbers	**V200206**
CIP Number	0420.020302
Grade Level	30, 31
Length	600 Hours
Certification	VOC HME EC @4 @2
	HOMEMAKING @2 @7G
	GEN HME EC @4 @2
	E CHILD ED @0
	HOME EC 1 @2
	HOME EC OCC @7 G
	PRESCH ED A
	PRIMARY ED B
Basic Skills	
Math	9
Language	9
Reading	9

INTENDED OUTCOMES: After successfully completing the appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
CHILD CARE AIDE - OES Code 68038449

01.0 Identify rules and regulations which govern child care.
02.0 Maintain a safe, clean, and healthy learning environment.
03.0 Plan food service and nutrition education.
04.0 Identify and report child abuse and neglect in accordance with state regulations.
05.0 Identify principles of child development (birth through school-age).
06.0 Demonstrate various observation and recording methods.
07.0 Demonstrate an understanding of developmentally appropriate practices for programs serving young children.
08.0 Demonstrate an awareness of children with disabilities.
09.0 Identify a knowledge of community needs and resources.
10.0 Identify appropriate methods of guidance.
11.0 Demonstrate professionalism.
12.0 Identify communication skills.
13.0 Demonstrate an awareness of responsibilities associated with balancing family, school, and work.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
CHILD CARE ASSISTANT I - Industry Title

14.0 Compliance with rules and regulations which govern child care.

15.0 Implement food service and nutrition education.
16.0 Apply principles of child development.
17.0 Implement developmentally appropriate practices for programs serving young children.
18.0 Provide inclusion for children with disabilities.
19.0 Use appropriate methods of guidance.
20.0 Demonstrate an understanding of entrepreneurship.
21.0 Demonstrate employability skills.
22.0 Identify career opportunities in the early childhood profession.
23.0 Demonstrate leadership and organizational skills.
24.0 Simulate an awareness of responsibilities associated with balancing family, school, and work.
25.0 Demonstrate communication skills.
26.0 Display interpersonal relationship skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
CHILD CARE ASSISTANT II - Industry Title

27.0 Interpret, evaluate, and utilize observation information.
28.0 Analyze theories of child development.
29.0 Research current trends and issues in Early Childhood Education.
30.0 Promote positive interaction between the family, child care center, and community.
31.0 Demonstrate the role of the child care center staff.
32.0 Plan and implement classroom management techniques.

OCCUPATIONAL COMPLETION POINT - DATA CODE J
CHILD CARE PROVIDER/DAY CARE DIRECTOR/ASSISTANT DAY CARE DIRECTOR - DOT Code 092.16788-010

71.0 Identify the types of child care centers and programs.
72.0 Recognize the legal and professional responsibilities of operating a child care center.
73.0 Demonstrate skills in managing the finances of a child care center.
74.0 Demonstrate staff management skills.
75.0 Develop a food service program to meet the nutritional needs of children.
76.0 Plan and organize a child care center that is conducive to learning and appropriate for the developmental stages of children.
77.0 Initiate and facilitate communication with community representatives, staff, parents, and children.
78.0 Demonstrate knowledge of entrepreneurship.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Child Care Center Operations 95-96
Secondary Number:
Postsecondary Number: V200206

OCCUPATIONAL COMPLETION POINT - DATA CODE A
CHILD CARE AIDE - OES Code 68038449

01.0 IDENTIFY RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

01.01 Identify child care facilities that require licensing.
01.02 Identify the major areas of child care standards.
01.03 Identify the local licensing agency and its responsibilities.
01.04 Identify local fire, safety, sanitation, and health regulations.
01.05 Identify state minimum standards for screening owners, operations, staff, volunteers, and others.
01.06 Identify laws and ordinances that govern state and local licensing.
01.07 Identify current child-care issues and proposed legislation which govern child care.
01.08 Identify information concerning child discipline in state rules (HRS10M-12.013).
01.09 Demonstrate compliance with rules and regulations governing child care centers.

02.0 MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

02.01 Identify characteristics of a safe, sanitary, healthy environment.
02.02 Assist children with personal hygiene routines.
02.03 Maintain a checklist for evaluations safety and sanitation features.
02.04 Visualizer potential safety and afire hazard problems and plan ways to prevent accidents.
02.05 Complete certification of an approved First aid and CPR (Infant/Child) course.
02.06 Demonstrate evacuation procedures.
02.07 Identify characteristics of a healthy child.
02.08 Recognize symptoms of childhood illness.
02.09 Demonstrate communicable illness control in group settings.
02.10 Identify the need for immunizations.
02.11 Care for sick or injured children
02.12 Demonstrate responsibility for maintenance and organization of facility.
02.13 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.

02.14 Assist parent (guardian) in completion of medication permission forms.
02.15 Demonstrate use of fire extinguisher.
02.16 Practice personal hygiene standards desired in heath codes.
02.17 Use appropriate telephone numbers in a simulated emergency situation.
02.18 Visualize and plan for disaster situations.
02.19 Demonstrate safe and responsible use of equipment and supplies.
02.20 Follow established procedures for reporting accidents/incidents.
02.21 Encourage children to develop positive attitudes and skills for daily routines.
02.22 Practice environmentally sound procedures.

03.0 PLAN FOOD SERVICE AND NUTRITION EDUCATION--The student will be able to:

03.01 Identify the nutritional needs of children.
03.02 Identify and plan for nutritious snacks.
03.03 Identify features/practices in safe, clean, and healthy food service programs.
03.04 Practice safe and sanitary food service habits.

04.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATION--The student will be able to:

04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
04.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
04.04 Identify the factors, multiple forces, and most common cause for child abuse and neglect.
04.05 Identify the characteristics of abusers.
04.06 Identify the impact and effects of child abuse and neglect.
04.07 Identify current legislation that deals with child abuse and neglect.
04.08 Describe legal requirement and protection of child-care workers in reporting suspected child abuse or neglect according to Florida law.
04.09 Identify state and local guidelines and procedures for reporting child abuse and neglect.
04.10 Identify the role and responsibility of child-care personnel in observing and reporting suspect child abuse and neglect.
04.11 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
04.12 Identify local community resources that provide help for the abused and the abuser.

05.0 IDENTIFY PRINCIPLES OF CHILD DEVELOPMENT (BIRTH THROUGH SCHOOL AGE)--The student will be able to:

05.01 Describe and exhibit the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
05.02 Describe the physical, emotional, intellectual, and social characteristics of children from birth through age twelve.
05.03 Analyze how nutrition, environment, heredity, and health status influence the development of the child.

06.0 DEMONSTRATE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

06.01 Identify observation techniques and methods.
06.02 Observe, record, and report the behavior of children of various ages on observation forms.
06.03 Observe the importance of, and demonstrate, confidentiality of child/family records.

07.0 DEMONSTRATE AN UNDERSTANDING OF DEVELOPMENTALLY APPROPRIATE PRACTICE FOR PROGRAM SERVING YOUNG CHILDREN--The student will be able to:

07.01 Identify and demonstrate various methods of curriculum planning for young children.
07.02 Define developmentally appropriate practices.
07.03 Discuss the importance of learning through play.
07.04 Describe learning centers used in developmentally appropriate environment.

08.0 DEMONSTRATE AN AWARENESS OF CHILDREN WITH DISABILITIES--The student will be able to:

08.01 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
08.02 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.
08.03 Identify organizations and agencies that provide services or assistance to children with disabilities and their families.

09.0 IDENTIFY KNOWLEDGE OF COMMUNITY NEEDS AND RESOURCES--The student will be able to:

09.01 Identify state organizations and agencies that serve children and families.
09.02 Identify local community resources that serve children and families.

09.03 Organize community resource information.

10.0 IDENTIFY APPROPRIATE METHODS OF GUIDANCE--The student will be able to:

10.01 Describe methods of direct and indirect guidance.
10.02 Identify preventative measures of direct and indirect guidance.
10.03 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
10.04 Identify acceptable and unacceptable methods of guiding behavior.
10.05 Demonstrate effective, positive guidance techniques for guiding behavior.
10.06 Demonstrate behavior toward children that is caring, nonabusive, and builds self-esteem and responsibility (ego-building).

11.0 DEMONSTRATE PROFESSIONALISM--The student will be able to:

11.01 Identify factors that aid professional growth in a child caregiver.
11.02 Develop a self-improvement activity related to professionalism.
11.03 Identify opportunities for continuing education.
11.04 Assess their attitudes and performance.
11.05 Identify and demonstrate the exemplary behavior and social skills needed as a role model for children.
11.06 Demonstrate knowledge of legal issues and liability.

12.0 IDENTIFY COMMUNICATION SKILLS--The student will be able to:

12.01 Identify and use job-related terminology.
12.02 Identify effective communication skills with personnel and parents/guardians of children.
12.03 Identify effective communication skills with children including interacting positively with each child, dialog with the children as a group, or individual dialog with children through active listening, open-ended questions, description of feelings, activities, and spontaneous experiences.

13.0 DEMONSTRATE AN AWARENESS OF RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL, AND WORK--The student will be able to:

13.01 Define realistic expectations and/or goals for balancing family, school, and work.
13.02 Identify available resources that can support school, work, and family.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
CHILD CARE ASSISTANT I - Industry Title

14.0 COMPLY WITH RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

- 14.01 Apply rules and regulations governing child care centers.

15.0 IMPLEMENT FOOD SERVICE AND NUTRITION EDUCATION--The student will be able to:

- 15.01 Assist with preparation of age-appropriate nutritious snacks and meals.
- 15.02 Demonstrate techniques to encourage positive food choices and good eating habits.
- 15.03 Guide age-appropriate food preparation/nutrition education activities.
- 15.04 Assist with mealtime routines.

16.0 APPLY PRINCIPLES OF CHILD DEVELOPMENT--The student will be able to:

- 16.01 Apply the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
- 16.02 Demonstrate physical, emotional, intellectual, and social characteristics of children form birth through age twelve.

17.0 IMPLEMENT DEVELOPMENTALLY APPROPRIATE PRACTICES FOR PROGRAMS SERVING YOUNG CHILDREN--The student will be able to:

- 17.01 Plan and implement developmentally appropriate curriculum activities to enhance the physical, intellectual, social, emotional, and creative development.
- 17.02 Plan and implement a developmentally appropriate learning environment.
- 17.03 Plan and implement learning activities that encourage positive interaction between children and between adults and children.
- 17.04 Plan and implement a program to include child-initiated activities, active child participation and involvement with the environment, individual or small group activities, and activity centers.

18.0 PROVIDE INCLUSION FOR CHILDREN WITH DISABILITIES--The student will be able to:

- 18.01 Develop methods for including children with disabilities.
- 18.02 Plan individual and group activities for children with disabilities.

19.0 USE APPROPRIATE METHODS OF GUIDANCE--The student will be able to:

- 19.01 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.

19.02 Demonstrate effective, positive guidance techniques for guiding behavior.
19.03 Demonstrate behavior toward children that is caring, nonabusive, and builds self-esteem and responsibility (ego-building).

20.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

20.01 Define entrepreneurship.
20.02 Describe the importance of entrepreneurship to the American economy.
20.03 List the advantages and disadvantages of business ownership.
20.04 Identify the risks involved in ownership of a business.
20.05 Identify the necessary personal characteristics of a successful entrepreneur.
20.06 Identify the business skills needed to operate a small business efficiently and effectively.
20.07 Describe responsibilities of an employee to support the business or industry.

21.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

21.01 Conduct a job search.
21.02 Secure information about a job.
21.03 Identify documents that may be required when applying for a job.
21.04 Complete a job application form correctly.
21.05 Demonstrate competencies in job interview techniques.
21.06 Identify or demonstrate appropriate responses to criticism.
21.07 Identify acceptable work habits.
21.08 Demonstrate a knowledge of how to make job changes appropriately.

22.0 IDENTIFY CAREER OPPORTUNITIES IN THE EARLY CHILDHOOD PROFESSION--The student will be able to:

22.01 Define the early childhood education profession.
22.02 Identify early childhood education career options.

23.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

23.01 Identify professional, labor, and student organizations.
23.02 Identify purposes and functions of professional and student organizations.
23.03 Identify roles and responsibilities of members.
23.04 Work cooperatively as a team member to achieve organizational goals.
23.05 Demonstrate confidence in leadership roles and organization responsibilities.
23.06 Demonstrate commitment to achieve organizational goals.

23.07 Develop a personal growth project related to organizational skills.
23.08 Demonstrate critical thinking and problem solving skills.

24.0 SIMULATE AN AWARENESS OF RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL, AND WORK--The student will be able to:

24.03 Demonstrate networking with support systems, including family and community agencies.
24.04 Describe ways of reducing stress in dual-role lifestyles.
24.05 Apply the decision making process to specific problems related to balancing family, school, and work.

25.0 DEMONSTRATE COMMUNICATION SKILLS--The student will be able to:

25.01 Demonstrate effective communication skills with personnel and parents/guardians of children.
25.02 Demonstrate effective communication skills with children, including interacting positively with each child, dialog with the children as a group, or individual dialog with children throuhg active listening, open-ended questions, description of feelings, activities, and spontaneous experiences.
25.03 Communicate thoughts, ideas, information, and messages orally and in writing.
25.04 Receive, attend to, interpret, and respond to verbal messages and other cues.
25.05 Use correct grammar.
25.06 Demonstrate appropriate telephone etiquette.
25.07 Simulate staff and family communications in a crisis/emergency situation.
25.08 Locate, understand and interpret written information in job-related materials.
25.09 Demonstrate the ability to communicate using a variety of technologies.
25.10 Apply verbal and written directions.

26.0 DISPLAY INTERPERSONAL RELATIONSHIP SKILLS--The student will be able to:

26.01 Exhibit responsibility toward achieving goals.
26.02 Maintain positive view of self.
26.03 Display sociability, empathy, understanding, and caring.
26.04 Display ability to manage personal resources to maintain goals.
26.05 Display honesty and integrity in interacting with children as well as co-workers.
26.06 Respond to needs and strengths of the multi-ethnic workplace.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
CHILD CARE ASSISTANT II - Industry Title

27.0 INTERPRET, EVALUATE, AND UTILIZE OBSERVATION INFORMATION--The student will be able to:

27.01 Complete a case study of one child.
27.02 Interpret and evaluate case study information.
27.03 Develop appropriate ways to use observation information.
27.04 Apply observation information in working with children.
27.05 Develop and implement an educational plan for an individual child.

28.0 ANALYZE THEORIES OF CHILD DEVELOPMENT--The student will be able to:

28.01 Compare differences between cognitive interactionist, psychosocial, psychoanalytical, and behaviorist theories.
28.02 Develop a personal philosophy of Early Childhood Education.

29.0 RESEARCH CURRENT TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION--The student will be able to:

29.01 Identify current trends and issues in Early childhood Education.
29.02 Locate, collect, and organize current information on trends and issues.
29.03 Interpret the impact of current trends and issues on the Early Childhood field.

30.0 PROMOTE POSITIVE INTERACTION BETWEEN FAMILY, DAY CARE CENTER, AND COMMUNITY--The student will be able to:

30.01 Plan and implement parental involvement in activities and curriculum planning.
30.02 Identify ways of communication with parents.

31.0 DEMONSTRATE THE ROLE OF THE DAY CARE CENTER STAFF--The student will be able to:

31.01 Compare roles and responsibilities.
31.02 Practice professionalism in the workplace.
31.03 Demonstrate leadership and organizational skills.

32.0 PLAN AND IMPLEMENT CLASSROOM MANAGEMENT TECHNIQUES--The student will be able to:

32.01 Develop and implement a plan to meet short and long term goals.
32.02 Identify appropriate teaching techniques to meet various learning styles.
32.03 Identify developmentally appropriate supplies and teaching materials.
32.04 Arrange learning centers for a variety of activities.

32.05 Plan and implement developmentally appropriate special events such as field trips and holiday program, including use of community resource people.
32.06 Maintain children's records.
32.07 Plan, implement, and evaluate a developmentally appropriate classroom schedule and daily lesson plan.
32.08 Plan and implement a developmentally appropriate program to meet the needs of the individual child and the group as well.
32.09 Demonstrate the arrangement of an Early Childhood classroom so that children will become self-directed in their learning.
32.10 Describe and set up activity centers within the learning environment, and identify ways that the center enhances the development of young children.

OCCUPATIONAL COMPLETION POINT - DATA CODE J

CHILD CARE PROVIDER/DAY CARE DIRECTOR/ASSISTANT DAY CARE DIRECTOR - Industry Title

71.0 IDENTIFY THE TYPES OF CHILD CARE CENTERS AND PROGRAMS--The student will be able to:

71.01 Identify the various types of child care available.
71.02 List the characteristics of a quality child care center.

72.0 RECOGNIZE THE LEGAL AND PROFESSIONAL RESPONSIBILITIES OF OPERATING A CHILD CARE CENTER--The student will be able to:

72.01 Describe the types of information that an operator must have in order to apply for a state license.
72.02 Describe and use the minimum state standards for establishing and operating a child care center.
72.03 Describe and use minimum local standards for establishing and operating a child care center.
72.04 Explain state and local licensing procedures.
72.05 Describe the state child care training requirement and how it affects the child care center.
72.06 Describe the current child-care issues which may affect child-care legislation.
72.07 Identify laws and regulations governing child care at the federal, state, and local levels.
72.08 Evaluate new and pending legislation.
72.09 Plan for maintenance and repair.
72.10 Complete license application forms.
72.11 Review a county health inspection form.
72.12 Compare and contrast the organization and governing bodies of private enterprise, nonprofit, and church-related centers.
72.13 Plan and implement the educational philosophy of the center.
72.14 Describe the 8-hour inservice update training requirement and how it affects the child care center.

73.0 DEMONSTRATE SKILLS IN MANAGING THE FINANCES OF A CHILD CARE CENTER--The student will be able to:

73.01 Analyze the costs to consider in establishing and operating a child care center.
73.02 Review the facts to consider when determining fees.
73.03 Determine what is included in the operating expense of a child care center.
73.04 Simulate identifying and maintaining financial records one should keep in a child care center.
73.05 Develop a sample budget for a center.
73.06 Develop procedures for billing and collecting fees.
73.07 Implement and maintain record-keeping procedures.

74.0 DEMONSTRATE STAFF MANAGEMENT SKILLS--The student will be able to:

74.01 Practice effective communication skills.
74.02 Develop personnel policies and procedures for a child care center.
74.03 Maintain personnel records.
74.04 Simulate planning and implementing staff selection procedures, determing requirements and qualifications, interviewing, hiring, orienting and training.
74.05 Simulate and identify the planning and use of staff supervision skills: motivation, team building, improvment of staff performance, discipline, evaluation of performance, provision of feedback, and coaching.
74.06 Simulate planning and implementing routine events: setting up daily, weekly, and monthly schedules, assigning staff tasks and responsibilities, and overseeing daily operations.
74.07 Monitor staff for health and safety practices and procedures.
74.08 Plan for, anticipate, and determine procedures and staff responsibilities in unusual situations: emergencies, child abuse cases, and conflicts.

75.0 DEVELOP A FOOD SERVICE PROGRAM TO MEET THE NUTRITIONAL NEEDS OF CHILDREN--The student will be able to:

75.01 Identify the types of food service available to a child care center and discuss advantages and disadvantages of each.
75.02 Discuss planning meals according to patterns from the State of Florida Minimum Standards for Child Care Programs.
75.03 Analyze factors to consider when planning meals and snacks based on the established meal patterns for child-care programs.
75.04 Evaluate recommended daily nutritional requirements for children between birth and twelve years of age.
75.05 Plan age-appropriate weekly menus including all meals and snacks.

75.06 Describe procedures for introduction new foods to children.
75.07 Describe ways to encourage positive food choices and good eating habits.
75.08 Demonstrate feeding infants.
75.09 Plan, organize, and guide the food service program.
75.10 Supervise and evaluate food service personnel.

76.0 PLAN AND ORGANIZE A CHILD CARE CENTER THAT IS CONDUCTIVE TO LEARNING AND APPROPRIATE FOR THE DEVELOPMENTAL STAGES OF CHILDREN--The student will be able to:

76.01 Plan, organize, and guide the physical development of young children.
76.02 Plan, organize, and guide the intellectual development of young children.
76.03 Plan, organize, and guide social and emotional development.
76.04 Plan and organize a developmental environment.
76.05 Plan, organize, and guide appropriate activities to meet the needs of exceptional children.
76.06 Describe facilities, equipment, and instructional materials for children, including those with exceptionality.
76.07 Describe organizations and agencies that provide services and assistance to exceptional children.
76.08 Develop and maintain a child's records.
76.09 Plan, develop and implement center policies and rules.

77.0 INITIATE AND FACILITATE COMMUNICATION WITH A COMMUNITY REPRESENTATIVE, STAFF, PARENTS, AND CHILDREN--The student will be able to:

77.01 Plan and develop parent involvement activities.
77.02 Demonstrate communications skills with personnel, parents(family), and children.
77.03 Stimulate staff, parental, and HRS communication in a crisis situation.
77.04 Advocate for child care in the community.
77.05 Market child care centers in the community.

78.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

78.01 Define entrepreneurship.
78.01 Describe the importance of entrepreneurship to the American economy.
78.03 List the advantages and disadvantages of business ownership.
78.04 Identify the risks involved in ownership of a business.
78.05 Identify the necessary personal characteristics of a successful entrepreneur.
78.06 Identify the business skills needed to operate a small business efficiently and effectively.

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78.07 Describe responsibilities of an employee to support the business or industry.

July 1997

Florida Department of Education
INTENDED OUTCOMES

Program Title: **Child Development Specialist (Psav Only)**

	PSAV
Program Numbers	**V200212**
CIP Number	0420.020212
Grade Levels	30, 31
Length	{1500 minimum or FACCAP approved 1950 Hours}
Certification	VOC HME EC @4 @2
	HOMEMAKING @2 @7 G
	GEN HME EC @4 @2
	E CHILD ED @0
	HOME EC 1 @2
	HOME EC OCC @7 G
	PRESCH ED A
	PRIMARY ED B
	PRIMARY H
Basic Skills	
Math	9
Language	9
Reading	9

INTENDED OUTCOMES: After successfully completing the appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

The Child Care Development Specialist is a higher level training program designed for high wage, supervisory positions in the industry. The Child Development Specialist student takes ALL of the components listed for the Early Childhood Education Core, each Provider program specialization strand, as well as the 150 hour Child Care Center Operations courses before completing the 150 hour Child Care Supervisor course for an occupational exit point.

OCCUPATIONAL COMPLETION POINT - DATA CODE A
CHILD CARE AIDE - OES Code 68038449

01.0 Identify rules and regulations which govern child care.
02.0 Maintain safe, clean, and healthy learning environment.
03.0 Plan food service and nutrition education.
04.0 Identify and report child abuse and neglect in accordance with state regulations.
05.0 Identify principles of child development (birth through school-age).
06.0 Demonstrate various observation and recording methods.
07.0 Demonstrate an understanding of developmentally appropriate practices for programs serving young children.
08.0 Demonstrate an awareness of children with disabilities.
09.0 Identify a knowledge of community needs and resources.

10.0 Identify a knowledge of community needs and resources.
11.0 Demonstrate professionalism.
12.0 Identify communication skills.
13.0 Demonstrate an awareness of responsibilities associated with balancing family, school, and work.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
CHILD CARE ASSISTANT I - Industry Title

14.0 Compliance with rules and regulations which govern child care.
15.0 Implement food service and nutrition education.
16.0 Apply principles of child development.
17.0 Implement developmentally appropriate practices for programs serving young children.
18.0 Provide inclusion for children with disabilities.
19.0 Use appropriate methods of guidance.
20.0 Demonstrate an understanding of entrepreneurship.
21.0 Demonstrate employability skills.
22.0 Identify career opportunities in the early childhood profession.
23.0 Demonstrate leadership and organizational skills.
24.0 Simulate an awareness of responsibilities associated with balancing family, school and work.
25.0 Demonstrate communication skills.
26.0 Display interpersonal relationship skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
CHILD CARE ASSISTANT II - Industry Title

27.0 Interpret, evaluation, and utilize observation information.
28.0 Analyze theories of child development.
29.0 Research current trends and issues in Early Childhood Education.
30.0 Promote positive interaction between the family, child care center, and community.
31.0 Demonstrate the role of the child care center staff.
32.0 Plan and implement classroom management techniques.

School Age Child

Occupation Completion Point -Data Code D
CHILD CARE PROVIDER/AFTER SCHOOL CARE ASSISTANT - Industry Title

33.0 Identify career and job opportunities.
34.0 Demonstrate a basic understanding of the history, development, and diversity of school-age child care.
35.0 Demonstrate a basic knowledge of child growth and development as it relates to school-age children.
36.0 Demonstrate the ability to observe children's behaviors.
37.0 Apply knowledge of program elements needed to create a successful, developmentally appropriate curriculum
38.0 Demonstrate how schedules, spaces, and experiences create environments that promote children's total growth and development.
39.0 Demonstrate the ability to motivate children and to interact professionally with children, parents, and staff.

40.0 Demonstrate activities that are anti-bias, nonviolent, and from a multicultural perspective.

Family Day Care - (Multi-age Grouping)

OCCUPATIONAL COMPLETION POINT - DATA CODE E

CHILD CARE PROVIDER/FAMILY DAY CARE PROVIDER - Industry Title

41.0 Demonstrate knowledge of child growth and development as it pertains to multi-age group situations.
42.0 Apply interpersonal and family dynamic skills to caring for children and communicating with heir families.
43.0 Develop and maintain healthy and safe learning environments for children in multi-age groups.
44.0 Plan and conduct learning and recreational activities for children in multi-age groupings.
45.0 Demonstrate professional and ethical behavior.

Preschool

OCCUPATIONAL COMPLETION POINT - DATA CODE F

(CORE) - CHILD CARE PROVIDER PRESCHOOL - Industry Title

46.0 Plan for, establish, and maintain a safe, clean, and healthy learning environment for preschool children.
47.0 Plan and implement developmentally appropriate physical activities for preschool children.
48.0 Guide the cognitive development of preschool children.
49.0 Guide the creative development of preschool children.
50.0 Guide the social development of preschool children.
51.0 Demonstrate appropriate methods of guidance and classroom management for preschool children.
52.0 Demonstrate positive communication techniques with the child's family.

Infant/Toddler

OCCUPATIONAL COMPLETION POINT - DATA CODE G

(CORE) - CHILD CARE PROVIDER/INFANT-TODDLER - Industry Title

53.0 Demonstrate various observation and recording methods.
54.0 Guide sensory integration activities.
55.0 Guide physical development activities.
56.0 Guide self-help activities.
57.0 Use appropriate methods of guidance and discipline.
58.0 Communicate with staff, parents, and children.

Children With Special Needs

OCCUPATIONAL COMPLETION POINT - DATA CODE H

(CORE) - CHILD CARE PROVIDER/SPECIAL NEEDS ASSISTANT - Industry Title

59.0 Demonstrate resources needed to care for children with disabling conditions.
60.0 Plan and provide for developmentally appropriate caregiving environments for students with special needs.
61.0 Demonstrate techniques needed to care for children with disabling conditions.
62.0 Demonstrate caregiving skills related to the universal infection control system.
63.0 Demonstrates professional responsibilities.

Home Visitor

OCCUPATIONAL COMPLETION POINT - DATA CODE I
CHILD CARE PROVIDER/HOME VISITOR - Industry Title

64.0 Recognize legal and professional responsibilities when visiting with families.
65.0 Demonstrates open, friendly, and cooperative relationship building skills with family members.
66.0 Plan and implement intervention activities which encourage family members to provide safe and healthy home environments.
67.0 Plan and implement intervention activities which encourage family members to provide healthy and nutritious food preparation in the home environment.
68.0 Plan and implement intervention activities which enable family members to encourage physical, emotional, and social growth/development for each child.
69.0 Plan and implement activities designed to encourage family members to provide home environments that are conductive to learning and appropriate for the developmental stages of the children who live there.
70.0 Demonstrate ways families can encourage curiosity, exploration, play, and problem solving appropriate to the developmental levels and learning styles of the children in the home.

Child Care Center Operations

OCCUPATIONAL COMPLETION POINT - DATA CODE J
DAY CARE DIRECTOR/ASSISTANT DAY CARE DIRECTOR - Industry Title

71.0 Identify the types of child care centers and programs.
72.0 Recognize the legal and professional responsibilities of operating a child care center.
73.0 Demonstrate skills in managing the finances of a child care center.
74.0 Demonstrate staff management skills.
75.0 Develop a food service program to meet the nutritional needs of children.
76.0 Plan and organize a child care center that is conducive to learning and appropriate for the developmental stages of children.
77.0 Initiate and facilitate communication with community representatives, staff, parents and children.
78.0 Demonstrate knowledge of entrepreneurship.

Child Care Specialist

OCCUPATIONAL COMPLETION POINT - DATA CODE K

CHILD DEVELOPMENT SPECIALIST - Industry Title

79.0 Demonstrate mentor skills for team building and collaboration.

80.0 Communicate early childhood curriculum, theory and practice to others.

81.0 Demonstrate knowledge of adult development.

82.0 Demonstrate leadership, advocacy and professionalism.

83.0 Demonstrate observation and assessment skills of children and other teachers.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Child Development Specialist
Secondary Number:
Postsecondary Number: V200212

OCCUPATIONAL COMPLETION POINT - DATA CODE A
CHILD CARE AIDE - Industry Title

01.0 IDENTIFY RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

01.01 Identify child care facilities that require licensing.
01.02 Identify the major areas of child care standards.
01.03 Identify the local licensing agency and its responsibilities.
01.04 Identify local fire, safety, sanitation, and health regulations.
01.05 Identify state minimum standards for screening owners, operations, staff, volunteers, and others.
01.06 Identify laws and ordinances that govern state and local licensing.
01.07 Identify current child - care issues and proposed legislation which govern child care.
01.08 Identify information concerning child discipline in state rules (HRS10M-12.013).
01.09 Demonstrate compliance with rules and regulations governing child care centers.

02.0 MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

02.01 Identify characteristics of a safe, sanitary, healthy environment.
02.02 Assist children with personal hygiene routines.
02.03 Maintain a checklist for evaluations safety and sanitation features.
02.04 Visualize potential safety and afire hazard problems and plan ways to prevent accidents.
02.05 Complete certification of an approved First aid and CPR (Infant/Child) course.
02.06 Demonstrate evacuation procedures.
02.07 Identify characteristics of a healthy child.
02.08 Recognize symptoms of childhood illness.
02.09 Demonstrate communicable illness control in group settings.
02.10 Identify the need for immunizations.
02.11 Care for sick or injured children.
02.12 Demonstrate responsibility for maintenance and organization of facility.
02.13 Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.

02.14 Assist parent (guardian) in completion of medication permission forms.
02.15 Demonstrate use of fire extinguisher.
02.16 Practice personal hygiene standards desired in heath codes.
02.17 Use appropriate telephone numbers in a simulated emergency situation.
02.18 Visualize and plan for disaster situations.
02.19 Demonstrate safe and responsible use of equipment and supplies.
02.20 Follow established procedures for reporting accidents/incidents.
02.21 Encourage children to develop positive attitudes and skills for daily routines.
02.22 Practice environmentally sound procedures.

03.0 PLAN FOOD SERVICE AND NUTRITION EDUCATION--The student will be able to:

03.01 Identify the nutritional needs of children.
03.02 Identify and plan for nutritious snacks.
03.03 Identify features/practices in safe, clean, and healthy food service programs.
03.04 Practice safe and sanitary food service habits.

04.0 IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATION--The student will be able to:

04.01 Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.
04.02 Identify the extent of the incidence of child maltreatment in the state and the nation.
04.03 Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.
04.04 Identify the factors, multiple forces, and most common causes for child abuse and neglect.
04.05 Identify the characteristics of abusers.
04.06 Identify the impact and effects of child abuse and neglect.
04.07 Identify current legislation that deals with child abuse and neglect.
04.08 Describe legal requirements and protection of child-care workers in reporting suspected child abuse or neglect according to Florida law.
04.09 Identify state and local guidelines and procedures for reporting child abuse and neglect.
04.10 Identify the role and responsibility of child-care personnel in observing and reporting suspect child abuse and neglect.
04.11 Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.
04.12 Identify local community resources that provide help for the abused and the abuser.

05.0 IDENTIFY PRINCIPLES OF CHILD DEVELOPMENT (BIRTH THROUGH SCHOOL AGE)--The student will be able to:

05.01 Describe and exhibit the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
05.02 Describe the physical, emotional, intellectual, and social characteristics of children from birth through age twelve.
05.03 Analyze how nutrition, environment, heredity, and health status influence the development of the child.

06.0 DEMONSTRATE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

06.01 Identify observation techniques and methods.
06.02 Observe, record, and report the behavior of children of various ages on observation forms.
06.03 Observe the importance of, and demonstrate, confidentiality of child/family records.

07.0 DEMONSTRATE AN UNDERSTANDING OF DEVELOPMENTALLY APPROPRIATE PRACTICE FOR PROGRAM SERVING YOUNG CHILDREN--The student will be able to:

07.01 Identify and demonstrate various methods of curriculum planning for young children.
07.02 Define developmentally appropriate practices.
07.03 Discuss the importance of learning through play.
07.04 Describe learning centers used in developmentally appropriate environment.

08.0 DEMONSTRATE AN AWARENESS OF CHILDREN WITH DISABILITIES--The student will be able to:

08.01 Discuss circumstances and factors that put a child at risk for developing disabling conditions.
08.02 Discuss impaired functioning, which is not due to limited English proficiency or cultural difference, in the major areas: fine motor, gross motor, cognitive, social/emotional, and self-help.
08.03 Identify organizations and agencies that provide services or assistance to children with disabilities and their families.

09.0 IDENTIFY KNOWLEDGE OF COMMUNITY NEEDS AND RESOURCES--The student will be able to:

09.01 Identify state organizations and agencies that serve children and families.
09.02 Identify local community resources that serve children and families.

09.03 Organize community resource information.

10.0 IDENTIFY APPROPRIATE METHODS OF GUIDANCE--The student will be able to:

10.01 Describe methods of direct and indirect guidance.

10.02 Identify preventative measures of direct and indirect guidance.

10.03 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.

10.04 Identify acceptable and unacceptable methods of guiding behavior.

10.05 Demonstrate effective, positive guidance techniques for guiding behavior.

10.06 Demonstrate behavior toward children that is caring, nonabusive, and builds self-esteem and responsibility (ego-building).

11.0 DEMONSTRATE PROFESSIONALISM--The student will be able to:

11.01 Identify factors that aid professional growth in a child caregiver.

11.02 Develop a self-improvement activity related to professionalism.

11.03 Identify opportunities for continuing education.

11.04 Assess their attitudes and performance.

11.05 Identify and demonstrate the exemplary behavior and social skills needed as a role model for children.

11.06 Demonstrate knowledge of legal issues and liability.

12.0 IDENTIFY COMMUNICATION SKILLS--The student will be able to:

12.01 Identify and use job-related terminology.

12.02 Identify effective communication skills with personnel and parents/guardians of children.

12.03 Identify effective communication skills with children including interacting positively with each child, dialog with the children as a group, or individual dialog with children through active listening, open-ended questions, description of feelings, activities, and spontaneous experiences.

13.0 DEMONSTRATE AN AWARENESS OF RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL, AND WORK--The student will be able to:

13.01 Define realistic expectations and/or goals for balancing family, school, and work.

13.02 Identify available resources that can support school, work, and family.

OCCUPATIONAL COMPLETION POINT - DATA CODE B

CHILD CARE ASSISTANT I - Industry Title

14.0 COMPLY WITH RULES AND REGULATIONS WHICH GOVERN CHILD CARE--The student will be able to:

14.01 Apply rules and regulations governing child care centers.

15.0 IMPLEMENT FOOD SERVICE AND NUTRITION EDUCATION--The student will be able to:

15.01 Assist with preparation of age-appropriate nutritious snacks and meals.
15.02 Demonstrate techniques to encourage positive food choices and good eating habits.
15.03 Guide age-appropriate food preparation/nutrition education activities.
15.04 Assist with mealtime routines.

16.0 APPLY PRINCIPLES OF CHILD DEVELOPMENT--The student will be able to:

16.01 Apply the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.
16.02 Demonstrate physical, emotional, intellectual, and social characteristics of children form birth through age twelve.

17.0 IMPLEMENT DEVELOPMENTALLY APPROPRIATE PRACTICES FOR PROGRAMS SERVING YOUNG CHILDREN--The student will be able to:

17.01 Plan and implement developmentally appropriate curriculum activities to enhance the physical, intellectual, social, emotional, and creative development.
17.02 Plan and implement a developmentally appropriate learning environment.
17.03 Plan and implement learning activities that encourage positive interaction between children and between adults and children.
17.04 Plan and implement a program to include child-initiated activities, active child participation and involvement with the environment, individual or small group activities, and activity centers.

18.0 PROVIDE INCLUSION FOR CHILDREN WITH DISABILITIES--The student will be able to:

18.01 Develop methods for including children with disabilities.
18.02 Plan individual and group activities for children with disabilities.

19.0 USE APPROPRIATE METHODS OF GUIDANCE--The student will be able to:

19.01 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.

19.02 Demonstrate effective, positive guidance techniques for guiding behavior.
19.03 Demonstrate behavior toward children that is caring, nonabusive, and builds self-esteem and responsibility (ego-building)

20.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

20.01 Define entrepreneurship.
20.01 Describe the importance of entrepreneurship to the American economy.
20.03 List the advantages and disadvantages of business ownership.
20.04 Identify the risks involved in ownership of a business.
20.05 Identify the necessary personal characteristics of a successful entrepreneur.
20.06 Identify the business skills needed to operate a small business efficiently and effectively.
20.07 Describe responsibilities of an employee to support the business or industry.

21.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

21.01 Conduct a job search.
21.02 Secure information about a job.
21.03 Identify documents that may be required when applying for a job.
21.04 Complete a job application form correctly.
21.05 Demonstrate competencies in job interview techniques.
21.06 Identify or demonstrate appropriate responses to criticism.
21.07 Identify acceptable work habits.
21.08 Demonstrate a knowledge of how to make job changes appropriately.

22.0 IDENTIFY CAREER OPPORTUNITIES IN THE EARLY CHILDHOOD PROFESSION--The student will be able to:

22.01 Define the early childhood education profession.
22.02 Identify early childhood education career options.

23.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

23.01 Identify professional, labor, and student organizations.
23.02 Identify purposes and functions of professional and student organizations.
23.03 Identify roles and responsibilities of members.
23.04 Work cooperatively as a team member to achieve organizational goals.
23.05 Demonstrate confidence in leadership roles and organization responsibilities.
23.06 Demonstrate commitment to achieve organizational goals.

23.07 Develop a personal growth project related to organizational skills.
23.08 Demonstrate critical thinking and problem solving skills.

24.0 SIMULATE AN AWARENESS OF RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL, AND WORK--The student will be able to:

24.03 Demonstrate networking with support systems, including family and community agencies.
24.04 Describe ways of reducing stress in dual-role lifestyles.
24.05 Apply the decision-making process to specific problems related to balancing family, school, and work.

25.0 DEMONSTRATE COMMUNICATION SKILLS--The student will be able to:

25.01 Demonstrate effective communication skills with personnel and parents/guardians of children.
25.02 Demonstrate effective communication skills with children, including interacting positively with each child, dialog with the children as a group, or individual dialog with children through active listening, open-ended questions, description of feelings, activities, and spontaneous experience.
25.03 Communicate thoughts, ideas, information, and messages orally and in writing.
25.04 Receive, attend to, interpret, and respond to verbal messages and other cues.
25.05 Use correct grammar.
25.06 Demonstrate appropriate telephone etiquette.
25.07 Simulate staff and family communications in a crisis/emergency situation.
25.08 Locate, understand and interpret written information in job-related materials.
25.09 Demonstrate the ability to communicate using a variety of technologies.
25.10 Apply verbal and written directions.

26.0 DISPLAY INTERPERSONAL RELATIONSHIP SKILLS--The student will be able to:

26.01 Exhibit responsibility toward achieving goals.
26.02 Maintain positive view of self.
26.03 Display sociability, empathy, understanding, and caring.
26.04 Display ability to manage personal resources to maintain goals.
26.05 Display honesty and integrity in interacting with children as well as co-workers.
26.06 Respond to needs and strengths of the multi-ethnic workplace.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
CHILD CARE ASSISTANT II - Industry Title

27.0 INTERPRET, EVALUATE, AND UTILIZE OBSERVATION INFORMATION--The student will be able to:

- 27.01 Complete a case study of one child.
- 27.02 Interpret and evaluate case study information.
- 27.03 Develop appropriate ways to use observation information.
- 27.04 Apply observation information in working with children.
- 27.05 Develop and implement an educational plan for an individual child.

28.0 ANALYZE THEORIES OF CHILD DEVELOPMENT--The student will be able to:

- 28.01 Compare differences between cognitive interactionist, psychosocial, psychoanalytical, and behaviorist theories.
- 28.02 Develop a personal philosophy of Early Childhood Education.

29.0 RESEARCH CURRENT TRENDS AND ISSUES IN EARLY CHILDHOOD EDUCATION--The student will be able to:

- 29.01 Identify current trends and issues in Early Childhood Education.
- 29.02 Locate, collect, and organize current information on trends and issues.
- 29.03 Interpret the impact of current trends and issues on the Early Childhood field.

30.0 PROMOTE POSITIVE INTERACTION BETWEEN FAMILY, DAY CARE CENTER, AND COMMUNITY--The student will be able to:

- 30.01 Plan and implement parental involvement in activities and curriculum planning.
- 30.02 Identify ways of communication with parents.

31.0 DEMONSTRATE THE ROLE OF THE DAY CARE CENTER STAFF--The student will be able to:

- 31.01 Compare roles and responsibilities.
- 31.02 Practice professionalism in the workplace.
- 31.03 Demonstrate leadership and organizational skills.

32.0 PLAN AND IMPLEMENT CLASSROOM MANAGEMENT TECHNIQUES--The student will be able to:

- 32.01 Develop and implement a plan to meet short and long term goals.
- 32.02 Identify appropriate teaching techniques to meet various learning styles.
- 32.03 Identify developmentally appropriate supplies an teaching materials.
- 32.04 Arrange learning centers for a variety of activities.

32.05 Plan and implement developmentally appropriate special events such as field trips and holiday programs, including use of community resource people.
32.06 Maintain children's records.
32.07 Plan, implement, and evaluate a developmentally appropriate classroom schedule and daily lesson plan.
32.08 Plan and implement a developmentally appropriate program to meet the needs of the individual child and the group as well.
32.09 Demonstrate the arrangement of an Early Childhood classroom so that children will become self-directed in their learning.
32.10 Describe and set up activity centers within the learning environment, and identify ways that the center enhances the development of young children.

OCCUPATIONAL COMPLETION POINT - DATA CODE D

CHILD CARE PROVIDER/SCHOOL AGE CHILD - Industry Title

33.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

33.01 Identify before- and after-school jobs and related career opportunities.
33.02 Identify career options in the industry, such as entrepreneurship and franchise ownership.

34.0 DEMONSTRATE A BASIC UNDERSTANDING OF THE HISTORY, DEVELOPMENT, AND DIVERSITY OF SCHOOL-AGE CHILDREN--The student will be able to:

34.01 Describe the need for school-age child care and how it has evolved.
34.02 Describe different types of programs available for children before and after school, during the summer and on school holidays.
34.03 Explain the personal and professional characteristics of a school-age care giver.

35.0 DEMONSTRATE A BASIC KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT AS IT RELATES TO SCHOOL-AGE CHILDREN--The student will be able to:

35.01 Describe how major theories of human development provide a basis for planning programs.
35.02 Explain why and how individual children may overlap both younger and older chronological programs.
35.03 Demonstrate how a caregiver can plan to meet the social, emotional, physical, and cognitive needs of each child.

36.0 DEMONSTRATE THE ABILITY TO OBSERVE CHILDREN'S BEHAVIORS--The student will be able to:

36.01 Analyze observation methods and uses.
36.02 Interpret and evaluate case study information.
36.03 Complete a case study on one child.

36.04 Explore causes of unacceptable behavior in children and adults.

36.05 Demonstrate and analyze strategies which encourage children to solve problems, develop self-control and become independent.

37.0 APPLY KNOWLEDGE OF PROGRAM ELEMENTS NEEDED TO CREATE A SUCCESSFUL DEVELOPMENTALLY APPROPRIATE CURRICULUM--The student will be able to:

37.01 Demonstrate the ability to identify children's needs, interests, and abilities.

37.02 Assess ways to develop program philosophies, goals, and objectives.

37.03 Plan, prepare, and implement daily activities and routines.

37.04 Evaluate and critique all aspects of a program's growth.

38.0 DEMONSTRATE HOW SCHEDULES, SPACES, AND EXPERIENCES CREATE ENVIRONMENTS THAT PROMOTE CHILDREN'S TOTAL GROWTH AND DEVELOPMENT--The student will be able to:

38.01 Evaluate all aspects of an environment that provide opportunities for school-age children to learn through their play.

38.02 Plan and implement schedules that include active and quiet times, individual and small group experiences as well as child and adult initiated activities.

38.03 Plan and implement techniques for facilitating children's successful participation in all aspects of a program.

39.0 DEMONSTRATE THE ABILITY TO MOTIVATE CHILDREN AND TO INTERACT PROFESSIONAL WITH CHILDREN, PARENTS, AND STAFF--The student will be able to:

39.01 Plan and implement a variety of motivational techniques that encourage children to fully participate in all aspects of the program.

39.02 Demonstrate appropriate interaction skills needed to communicate with children, parents, and others.

39.03 Demonstrate techniques for actively listening to children.

39.04 Explore use of open-ended questions.

39.05 Explore and use ideas for establishing healthy relationship with each child's family.

37.06 Demonstrate techniques for actively listening to other staff members.

39.07 Evaluate the value of professionalism in relationships with children, parents, and staff.

40.0 DEMONSTRATE ACTIVITIES THAT ARE ANTI-BIAS, NONVIOLENT, AND FROM A MULTICULTURAL PERSPECTIVE--The student will be able to:

40.01 Demonstrate techniques that show respect for the child's family makeup, cultural background, and religious beliefs.

40.02 Plan and implement methods to prevent and/or confront bias in the school-age program as it relates to gender, race, ethnicity, and differently able persons.

40.03 Integrate activities that build children's self-esteem into daily, weekly, and monthly plans.

40.04 Plan and implement activities, interest areas, and projects that are anti-bias, culturally diverse, and developmentally appropriate for school age children.

OCCUPATIONAL COMPLETION POINT - DATA CODE E

CHILD CARE PROVIDER/FAMILY DAY CARE PROVIDER - Industry Title

41.0 DEMONSTRATE A KNOWLEDGE OF CHILD GROWTH AND DEVELOPMENT--The student will be able to:

41.01 Prevent and deal with tantrum, stubbornness, disrespect, and other behaviors which might complicate the child's ability to grow and develop as a functional and self-sufficient adult in the community.

41.02 Aid in the development and maintenance of a child's self-esteem.

41.03 Plan and arrange age-appropriate activities.

41.04 Apply guidance techniques for positive nurturing while guiding the e behavior of young children.

41.05 Acquire knowledge and practical experience with exceptional children.

41.06 Provide a variety of equipment, activities, and opportunities to promote the physical development of children.

41.07 Provide activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental level and learning styles of the children.

41.08 Actively communicate with children and provide opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.

41.09 Provide physical and emotional security for each child and assist each child in developing a sense of independence.

41.10 Help children learn to communicate and get along with each other, and encourage feelings of empathy and mutual respect among children.

41.11 Provide a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and groups.

42.0 APPLY INTERPERSONAL AND FAMILY DYNAMICS SKILLS TO CARING FOR CHILDREN AND COMMUNICATION WITH THEIR FAMILIES--The student will be able to:

42.01 Recognize and respect the cultural/ethnic influences of family units.

42.02 Develop skills for interfacing with families and teachers concerning their children.

42.03 Communicate effectively with children and their families.

42.04 Deal with situations which might damage one's credibility with the family.

42.05 Negotiate stressful situations of both a personal and professional nature.

42.06 Maintain an open, friendly and cooperative relationship with each child's family, encourage their involvement in the program, and support the child's relationship with his or her family.

43.0 DEVELOP AND MAINTAIN A HEALTHY AND SAFE LEARNING ENVIRONMENT FOR CHILDREN--The student will be able to:

43.01 Monitor and assist children with special health problems (allergies and other chronic illnesses).

43.02 Provide children with first aid, including CPR.

43.03 Provide care for a sick child.

43.04 Practice skills for assisting children with routine bathroom procedures and other personal care.

43.05 Recognize illness and/or fatigue in children.

43.06 Follow medical instructions for use in working with sick children or children who require special medicines.

43.07 Develop healthful ways to assure good naps and nighttime rest.

43.08 Assess an area or activity for health and safety.

43.09 Demonstrate the ability to swim well enough to supervise and/or save a child in the water.

43.10 Demonstrate techniques for handling dangerous situations such as fire, theft, or other emergency situations.

43.11 Identify and use appropriate transportation information specifically related to transporting children.

43.12 Promote good health and nutrition.

43.13 Provide a safe environment to prevent and reduce injuries.

43.14 Use space, relationships, material, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.

44.0 PLAN AND CONDUCT LEARNING AND RECREATIONAL ACTIVITIES FOR CHILDREN--The student will be able to:

44.01 Provide opportunities that stimulate children to play with sound, rhythm, language materials.

44.02 Organize and monitor play and other physical activities.

44.03 Assist children in developing good manners.

45.0 DEMONSTRATE PROFESSIONAL AND ETHICAL BEHAVIOR--The student will be able to:

45.01 Determine whether to work in an environment that is not compatible with one's values.
45.02 Interview the potential employee as well as be interviewed by the potential employer.
45.03 Develop mutually beneficial contracts with the family for nanny services.
45.04 Develop a professional portfolio.
45.05 Negotiate employment benefits.
45.06 Regard family matters of employees as confidential.

OCCUPATIONAL COMPLETION POINT - DATA CODE F

CHILD CARE PROVIDER/PRESCHOOL - Industry Title

46.0 PLAN FOR, ESTABLISH, AND MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT--The student will be able to:

46.01 Demonstrate good health and safety habits.
46.02 Demonstrate prevention of potential hazards in a child care facility.
46.03 Demonstrate developmentally appropriate practices for preschool children.
46.04 Demonstrate developmentally appropriate safety activities.
46.05 Demonstrate developmentally appropriate food preparation and nutrition education activities.
46.06 Demonstrate developmentally appropriate hygiene practices.
46.07 Establish and maintain a healthy learning environment.

47.0 PLAN AND IMPLEMENT DEVELOPMENTALLY APPROPRIATE PHYSICAL ACTIVITIES FOR PRESCHOOL CHILDREN--The student will be able to:

47.01 Demonstrate a knowledge of physical development.
47.02 Plan and implement developmentally appropriate gross motor activities.
47.03 Plan and implement developmentally appropriate fine motor activities.
47.04 Select and use appropriate equipment and materials for physical development.

48.0 GUIDE THE COGNITIVE DEVELOPMENT OF PRESCHOOL CHILDREN--The student will be able to:

48.01 Demonstrate a knowledge of cognitive development.
48.02 Plan and implement developmentally appropriate language activities.
48.03 Plan and implement developmentally appropriate math activities.
48.04 Plan and implement developmentally appropriate science activities.
48.05 Plan and implement developmentally appropriate social studies activities.
48.06 Plan and implement problem-solving activities that foster critical thinking skills.

49.0 GUIDE THE CREATIVE DEVELOPMENT OF PRESCHOOL CHILDREN--The student will be able to:

49.01 Plan and implement developmentally appropriate music activities.
49.02 Plan and implement developmentally appropriate art activities.
49.03 Plan and implement developmentally appropriate creative movement activities.

50.0 GUIDE THE SCHOOL DEVELOPMENT OF PRESCHOOL CHILDREN--The student will be able to:

50.01 Demonstrate a knowledge of social development.
50.02 Plan and implement activities that help children to develop interpersonal skills.
50.03 Plan and implement developmentally appropriate self-concept activities.
50.04 Plan and implement developmentally appropriate activities that promote multicultural understanding.
50.05 Plan and implement developmentally appropriate dramatic play activities.
50.06 Plan and implement developmentally appropriate group play.

51.0 DEMONSTRATE APPROPRIATE METHODS OF GUIDANCE AND CLASSROOM MANAGEMENT FOR PRESCHOOL CHILDREN--The student will be able to:

51.01 Demonstrate developmentally appropriate classroom management strategies such as routine, scheduling, and room arrangement.
51.02 Maintain a nurturing environment.
51.03 Demonstrate positive guidance techniques.

52.0 DEMONSTRATE POSITIVE COMMUNICATION TECHNIQUES WITH THE CHILD'S FAMILY--The student will be able to:

52.01 Plan and implement parent involvement activities.
52.02 Demonstrate positive staff and family interactions.

OCCUPATIONAL COMPLETION POINT - DATA CODES G
CHILD CARE PROVIDER/INFANT-TODDLER - Industry Title

53.0 DEMONSTRATE VARIOUS OBSERVATION AND RECORDING METHODS--The student will be able to:

53.01 Complete an anecdotal record on one infant/toddler.
53.02 Interpret observations to the supervisor or instructor.
53.03 Apply observation information in working with infants and toddlers.
53.04 Complete a developmental evaluation on one infant or toddler and report on the child's progress.

53.05 Complete a daily record chart of physical functions of infants and toddlers.

54.0 GUIDE SENSORY INTEGRATION ACTIVITIES--The student will be able to:

54.01 Plan and implement visual stimulation activities.
54.02 Plan and implement auditory stimulation activities.
54.03 Plan and implement tactile stimulation activities.
54.04 Plan and implement activities that stimulate balance, coordination and movement.
54.05 Plan and implement olfactory stimulation activities.
54.06 Plan and implement gustatory stimulation activities.

55.0 GUIDE PHYSICAL DEVELOPMENT ACTIVITIES--The student will be able to:

55.01 Plan and implement age-appropriate gross motor development activities.
55.02 Plan and implement age-appropriate fine motor development activities.

56.0 GUIDE SELF-HELP ACTIVITIES--The student will be able to:

56.01 Plan and implement age-appropriate nutritional snacks.
56.02 Demonstrate feeding techniques.
56.03 Assist with toilet training of toddlers.
56.04 Demonstrate diapering techniques.
56.05 Demonstrate dressing techniques.
56.06 Assist toddlers with grooming skills.
56.07 Demonstrate bathing techniques.
56.08 Demonstrate sanitary procedures in feeding, changing diapers, toileting, and maintaining the environment for infants and toddlers.

57.0 USE APPROPRIATE METHODS OF GUIDANCE AND DISCIPLINE--The student will be able to:

57.01 Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.
57.02 Demonstrate positive techniques for guiding behavior.
57.03 Demonstrate various calming and soothing techniques.

58.0 COMMUNICATE WITH STAFF, PARENTS, AND CHILDREN--The student will be able to:

58.01 Demonstrate communication skills with personnel, parents, and children.
58.02 Simulate staff and family communications on an infant's or toddler's progress.
58.03 Simulate informing parent/guardian of a child's emergency illness, progress, behavior, attendance, or activities.

OCCUPATIONAL COMPLETION POINT - DATA CODE H

CHILD CARE PROVIDER/CHILDREN WITH SPECIAL NEEDS - Industry Title

59.0 DEMONSTRATE RESOURCES NEEDED TO CARE FOR CHILDREN WITH DISABLING CONDITIONS--The student will be able to:

59.01 Demonstrate use of community resources needed when working with children with disabling conditions.
59.02 Simulate working with members of the team that provide services to children with disabling conditions and their families.
59.03 Simulate procedures for referring a child for further evaluation.

60.0 PLAN AND PROVIDE FOR DEVELOPMENTALLY APPROPRIATE CAREGIVING ENVIRONMENTS FOR STUDENTS WITH SPECIAL NEEDS--The student will be able to:

60.01 Maintain safe, healthy, and developmentally appropriate supplies, materials, and equipment.
60.02 Assist in providing safe, healthy, and developmentally appropriate environments within the caregiving setting.
60.03 Implement age-appropriate play for children with disabling conditions.
60.04 Provide safe, healthy, and developmentally appropriate activities.

61.0 DEMONSTRATE TECHNIQUES NEEDED TO CARE FOR CHILDREN WITH DISABLING CONDITIONS--The student will be able to:

61.01 Apply observation information in working with children with special needs.
61.02 Demonstrate methods of observation.
61.03 Demonstrate ways to encourage positive food choices.
61.04 Demonstrate special feeding techniques for children with disabling conditions.
61.05 Demonstrate calming and soothing techniques for children with disabling conditions.
61.06 Demonstrate positive techniques for managing and guiding behavior.

62.0 DEMONSTRATE CAREGIVING SKILLS RELATED TO THE UNIVERSAL INFECTION CONTROL SYSTEM--The student will be able to:

62.01 Demonstrate appropriate diapering and toileting procedures.
62.02 Demonstrate appropriate methods for disabling of bodily products.
62.03 Demonstrate appropriate techniques for seizure management.

63.0 DEMONSTRATE PROFESSIONAL RESPONSIBILITIES--The student will be able to:

63.01 Demonstrate a positive role model through language, appearance, social skills, and interpersonal relationships.
63.02 Demonstrate team skills.
63.03 Participate in an organization for children and families.
63.04 Pursue further study of young children.

OCCUPATIONAL COMPLETION POINT - DATA CODE I

CHILD CARE PROVIDER/HOME VISITOR (PSAV ONLY) - Industry Title

64.0 RECOGNIZE LEGAL AND PROFESSIONAL RESPONSIBILITIES WHEN VISITING WITH FAMILIES--The student will be able to:

64.01 Identify laws, ordinances rules and regulations which govern families.
64.02 Develop and maintain a current resource list of local, professional and service agencies that assist families.
64.03 Demonstrate compliance with professional responsibilities in unusual situations, such as emergencies, child abuse cases and conflicts.
64.04 Demonstrate compliance with rules of privacy and confidentiality when working with families.

65.0 DEMONSTRATE RELATIONSHIP BUILDING WITH FAMILY MEMBERS--The student will be able to:

65.01 Describe the types of interpersonal skills that a Home Visitor needs in order to establish healthy and effective relationships with families.
65.02 Explain family dynamics: the different ways in which families and family members function.
65.03 Identify the critical developmental tasks in the family life cycle common to the stages of family growth and development.
65.04 Identify the specific tasks of parenting and the common concerns or problems of parenthood.
65.05 Explain how family values are formed and influenced by family members and outside forces.
65.06 Identify some common strengths/characteristics of healthy families.
65.07 Plan activities that build stronger relationships between family and the community.
65.08 Demonstrate conflict resolution skills for family settings.
65.09 Simulate home visits that provide motivation, evaluation, feedback and coaching to all family members.

66.0 PLAN AND IMPLEMENT INTERVENTION ACTIVITIES WHICH ENCOURAGE FAMILY MEMBERS TO PROVIDE SAFE AND HEALTHY HOME ENVIRONMENTS--The student will be able to:

66.01 Identify resources, support systems and family service agencies available to assist families in meeting the health and safety needs of each family member.

66.02 Assess and guide families in making plans for meeting basic needs.

66.03 Identify common accidents and health problems facing families today.

66.04 Identify procedures for family emergency and illness care.

66.05 Identify standard housekeeping techniques and procedures for home maintenance.

66.06 Plan and implement intervention activities which encourage adequate adult supervision of children in the home.

66.07 Plan and implement intervention activities which encourage healthy housekeeping techniques.

66.08 Plan and implement intervention activities to encourage "child-proofing" to promote accident prevention in the home.

66.09 Develop strategies for monitoring and promoting safe and healthy home environments during home visits.

67.0 PLAN AND IMPLEMENT INTERVENTION ACTIVITIES WHICH ENCOURAGE FAMILY MEMBERS TO PROVIDE HEALTHY AND NUTRITIOUS FOOD SERVICE IN THE HOME ENVIRONMENT--The student will be able to:

67.01 Identify food preparation equipment and safe handling procedures appropriate for different types of home environments.

67.02 Identify food preferences, dietary requirements and available food resources for individual families.

67.03 Plan and implement activities to promote healthy attitudes about food and family mealtimes and snacktimes.

67.04 Plan and implement activities to encourage safe and healthy mealtime routines in the home environment.

67.05 Provide intervention activities to promote safe, clean and healthy family food preparation and service for a variety of different home environments.

68.0 PLAN AND IMPLEMENT INTERVENTION ACTIVITIES WHICH ENABLE FAMILY MEMBERS TO ENCOURAGE PHYSICAL, EMOTIONAL AND SOCIAL GROWTH/DEVELOPMENT FOR EACH CHILD--The student will be able to:

68.01 Identify critical stages of physical growth/development of the children and the adult members of the families.

68.02 Identify critical stages of emotional, affective growth/development of the children and the adult members of families.

68.03 Identify critical stages of social growth/development of the children and the adult members of families.

68.04 Demonstrate developmentally appropriate physical/motor activities for each child in the family.

68.05 Plan and implement family activities that promote positive parent/child relationships.

68.06 Plan and implement activities that promote developmentally appropriate boundaries, rules and expectations for family members.

68.07 Demonstrate developmentally appropriate activities that adult family members can model in order to build self-concept needs of children.
68.08 Demonstrate developmentally appropriate activities that develop interpersonal skills of family members.
68.09 Encourage adult family members to identify areas of stress/conflict and assist families in making plans to address problematic family situations.
68.10 Demonstrate developmentally appropriate family guidance methods.
68.11 Create a resource file of ideas for family outings and entertainment.
68.12 Plan and implement activities to promote family traditions, celebrations and family-style entertainment.

69.0 PLAN AND IMPLEMENT ACTIVITIES DESIGNED TO ENCOURAGE FAMILY MEMBERS TO PROVIDE HOME ENVIRONMENTS THAT ARE CONDUCIVE TO COGNITIVE LEARNING AND APPROPRIATE FOR THE DEVELOPMENTAL STAGES OF THE CHILDREN WHO LIVE IN THE FAMILY GROUP--The student will be able to:

69.01 Identify learning modalities/styles of child and adult family members.
69.02 Demonstrate techniques to assess each child's readiness for new experiences.
69.03 Explain adult members' critical roles in the cognitive development of children.
69.04 Plan and implement activities to promote language and literacy in the home.

70.0 DEMONSTRATE WAYS FAMILIES CAN ENCOURAGE CURIOSITY, EXPLORATION, PLAY AND CREATIVE PROBLEM SOLVING APPROPRIATE TO THE DEVELOPMENTAL LEVELS AND LEARNING STYLES OF THE CHILDREN IN THE HOME--The student will be able to:

70.01 Identify developmentally appropriate ways to stimulate creativity in children.
70.02 Guide families in appropriate toy selection and play equipment.
70.03 Guide families in the provision of appropriate space for children's work and play.
70.04 Plan and implement developmentally appropriate art, music and creative activities in the home environment.

OCCUPATIONAL COMPLETION POINT - DATA CODE J

CHILD CARE PROVIDER/DAY CARE DIRECTOR/ASSISTANT DAY CARE DIRECTOR - Industry Title

71.0 IDENTIFY THE TYPES OF CHILD CARE CENTERS AND PROGRAMS--The student will be able to:

71.01 Identify the various types of child care available.
71.02 List the characteristics of a quality child care center.

72.0 RECOGNIZE THE LEGAL AND PROFESSIONAL RESPONSIBILITIES OF OPERATION A CHILD CARE CENTER--The student will be able to:

72.01 Describe the types of information that an operator must have in order to apply for a state license.

72.02 Describe and use the minimum state standards for establishing and operating a child care center.

72.03 Describe and use minimum local standards for establishing and operating a child care center.

72.04 Explain state and local licensing procedures.

72.05 Describe the state child care training requirement and how it affects the child care center.

72.06 Describe the current child care issues which may affect child care legislation.

72.07 Identify laws and regulations governing child care at the federal, state, and local levels.

72.08 Evaluate new and pending legislation.

72.09 Plan for maintenance and repair.

72.10 Complete license application forms.

72.11 Review a county health inspection forms.

72.12 Compare and contrast the organization and governing bodies of private enterprise, nonprofit, and church-related centers.

72.13 Plan and implement the educational philosophy of the center.

72.14 Describe the 8-hour inservice update training requirement and how it affects the child care center.

73.0 DEMONSTRATE SKILLS IN MANAGING THE FINANCES OF A CHILD CARE CENTER--The student will be able to:

73.01 Analyze the costs to consider in establishing and operating a child care center.

73.02 Review the facts to consider when determining fees.

73.03 Determine what is included in the operating expense of a child care center.

73.04 Simulate identifying and maintain financial records one should keep in a child care center.

73.05 Develop a sample budget for a center.

73.06 Develop procedures for billing and collecting fees.

73.07 Implement and maintain record-keeping procedures.

74.0 DEMONSTRATE STAFF MANAGEMENT SKILLS--The student will be able to:

74.01 Practice effective communication skills.

74.02 Develop personnel policies and procedures for a child care center.

74.03 Maintain personnel records.

74.04 Simulate planning and implementing staff selection procedures determine requirements and qualification, interviewing, hiring, orienting and training.

74.05 Simulate and identify the planning and use of staff supervision skills: motivation, team building,

improvment of staff performance, discipline, evaluation of performance, provision of feedback, and coaching.
74.06 Simulate planning and implementing routine events: setting up daily, weekly, and monthly schedules, assigning staff tasks and responsibilities, and overseeing daily operations.
74.07 Monitor staff for health and safety practices and procedures.
74.08 Plan for, anticipate, and determine procedures and staff responsibilities in unusual situation: emergencies, child abuse case, and conflicts.

75.0 DEVELOP A FOOD SERVICE PROGRAM TO MEET THE NUTRITIONAL NEEDS OF CHILDREN--The student will be able to:

75.01 Identify the types of food service available to a child care center and discuss advantages and disadvantages of each.
75.02 Discuss planning meals according to patterns from the State of Florida Minimum Standards for Child Care Programs.
75.03 Analyze factors to consider when planning meals and snacks based on the established meal patterns for child-care programs.
75.04 Evaluate recommended daily nutritional requirements for children between birth and twelve years of age.
75.05 Plan age-appropriate weekly menus including all meals and snacks.
75.06 Describe procedures for introduction new foods to children.
75.07 Describe ways to encourage positive food choices and good eating habits.
75.08 Demonstrate feeding infants.
75.09 Plan, organize, and guide the food service program.
75.10 Supervise and evaluate food service personnel.

76.0 PLAN AND ORGANIZE A CHILD CARE CENTER THAT IS CONDUCTIVE TO LEARNING AND APPROPRIATE FOR THE DEVELOPMENTAL STAGES OF CHILDREN--The student will be able to:

76.01 Plan, organize, and guide the physical development of young children.
76.02 Plan, organize, and guide the intellectual development of young children.
76.03 Plan, organize, and guide social and emotional development.
76.04 Plan and organize a developmental environment.
76.05 Plan, organize, and guide appropriate activities to meet the needs of exceptional children.
76.06 Describe facilities, equipment, and instructional materials for children, including those with exceptionality.
76.07 Describe organizations and agencies that provide services and assistance to exceptional children.

76.08 Develop and maintain a child's records.
76.09 Plan, develop and implement center policies and rules.

77.0 INITIATE AND FACILITATE COMMUNICATION WITH A COMMUNITY REPRESENTATIVE, STAFF, PARENTS, AND CHILDREN--The student will be able to:

77.01 Plan and develop parent involvement activities.
77.02 Demonstrate communications skills with personnel, parents(family), and children.
77.03 Stimulate staff, parental, and HRS communication in a crisis situation.
77.04 Advocate for child care in the community.
77.05 Market child care centers in the community.

78.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

78.01 Define entrepreneurship.
78.01 Describe the importance of entrepreneurship to the American economy.
78.03 List the advantages and disadvantages of business ownership.
78.04 Identify the risks involved in ownership of a business.
78.05 Identify the necessary personal characteristics of a successful entrepreneur.
78.06 Identify the business skills needed to operate a small business efficiently and effectively.
78.07 Describe responsibilities of an employee to support the business or industry.

OCCUPATIONAL COMPLETION POINT - DATA CODE K
CHILD DEVELOPMENT SPECIALIST - Industry Title

79.0 DEMONSTRATE MENTOR SKILLS FOR TEAM BUILDING AND COLLABORATION--The Student will be able to:

79.01 Identify roles and expectations of early childhood team members.
79.02 Identify and model early childhood supervisory work practices.
79.03 Demonstrate knowledge of developmentally appropriate conflict resolution strategies for children and adults.
79.04 Demonstrate knowledge of and utilization of alternative communication techniques.
79.05 Plan and implement supervisory interventions appropriate to the role of a mentor.

80.0 COMMUNICATE EARLY CHILDHOOD CURRICULUM, THEORY AND PRACTICE TO OTHERS--The student will be able to:

80.01 Assess a child care center utilizing a national or state accreditation tool.
80.02 Plan and implement early childhood supplemental training.

80.03 Utilize knowledge of developmental stages while working with parents and other professionals to develop plans to meet individual needs of children in an early childhood center.
80.04 Critique and monitor daily routines and lesson plans based on developmentally appropriate practices.
80.05 Plan and implement workshops dealing with early childhood issues for staff, children and parents.

81.0 DEMONSTRATE KNOWLEDGE OF ADULT DEVELOPMENT--The student will be able to:

81.01 Identify the stages of adult development.
81.02 Describe the stages of teacher development.
81.03 Incorporate adult learning styles and teacher development in mentoring.

82.0 DEMONSTRATE LEADERSHIP, ADVOCACY AND PROFESSIONALISM--The student will be able to:

82.01 Assist management, as directed with administrative tasks.
82.02 Provide orientation for new staff and parents.
82.03 Utilize interpreters and community representatives in the assessment process and the delivery of appropriate services.
82.04 Identify appropriate techniques for supporting the professional development and career planning needs of taff.
82.05 Demonstrate ways technology can facilitate early childhood center operations.

83.0 DEMONSTRATE OBSERVATION AND ASSESSMENT SKILLS OF CHILDREN AND OTHER TEACHERS--The student will be able to:

83.01 Apply a variety of observation techniques.
83.02 Assess other teacher evaluations and observations of children.
83.03 Evaluate styles and techniques of observation and supervision.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Elderly and Disabled Care Services
Occupational Area: Family and Consumer Sciences

PSAV

Program Numbers **V200602**
CIP Number 0420.060200
Grade Level 30, 31
Length 450 hours
Certification

VOC HME EC @2 @4
GEN HME EC @2 @4
HOMEMAKING @2 @7 G
HME EC OCC @7 G
HOME EC 1 @2

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this program is to prepare students for initial employment as welfare service aides (7008300), when defined; personal attendants (309.674-014), companions (309.677-010), or home attendants (354.377-014), or homemakers (309.354-010), or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, personal, social and business affairs, including grooming and dressing, care for clothing and household linens, preparing and serving meals and special diets, safety measures, housekeeping, correspondence and payment of bills, planning trips for exercise or social activities, reading, playing games and participation in other entertainment activities, and use of community resources. The program prepares individuals to perform other duties to protect or promote the wellbeing of the elderly or disabled in home and group settings.

II. **LABORATORY ACTIVITIES**: Instruction and learning activities are provided using hands-on experiences with the equipment, tools, and materials appropriate to the program content. Field experiences in the community may also be included.

III. **SPECIAL NOTE**: The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training agreement, a training plan signed by the student, teacher and employer, including instructional objectives and a list of on-the-job and in-school learning experiences and a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

In accordance with Rule 6A-10.040, FAC., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 9.0, Reading 9.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standards which the students with disabilities must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's.

The job title for which the student is being trained must be designated in the IEP. The concern for balancing work and family responsibilities is addressed as an employability skill. In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System Discipline Committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

The typical length of the program for the average achieving student is 450 hours.

IV. **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to:

01.0 Assist clients and their families in securing community services.
02.0 Apply effective human relationships.
03.0 Assist clients with personal, social, recreational and business matters when needed.
04.0 Provide emergency care and first aid for a client.
05.0 Assist in maintaining a safe and sanitary environment for clients.
06.0 Provide personal care services for clients.
07.0 Provide basic homemaker services to client and family.
08.0 Develop plans for meeting nutritional needs of clients and families.
09.0 Demonstrate management skills.
10.0 Assist in the care of infants, children, elderly, disabled and terminally ill.
11.0 Assist with rehabilitation and habilitation of clients.
12.0 Demonstrate stress management.
13.0 Demonstrate employability skills.
14.0 Demonstrate and understanding of entrepreneurship.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Elderly And Disabled Care Services
Secondary Number:
Postsecondary Number: V200602

01.0 ASSIST CLIENTS AND THEIR FAMILIES IN SECURING COMMUNITY SERVICES--The student will be able to:

01.01 Identify local community agencies and resources available to assist in a specific client case problem.
01.02 Use information sources to secure community services.

02.0 APPLY EFFECTIVE HUMAN RELATIONSHIPS--The student will be able to:

02.01 State four physical needs that all humans share.
02.02 State five psychological needs that all humans share.
02.03 Distinguish between meeting personal needs and those of the client and/or the client's family.
02.04 Describe how unmet needs may affect a client's behavior.
02.05 Describe how individuals and families differ.
02.06 Describe the need for dignity and circumstances which contribute to loss of self-esteem in elderly.
02.07 Demonstrate, in a case situation, how emotional control affects relationships and/or communication.
02.08 Explain what is meant by communication, and what is verbal and non-verbal communication.
02.09 Demonstrate active listening skills.
02.10 Demonstrate, in a case situation, techniques of working with children and other family members.

03.0 ASSIST CLIENTS WITH PERSONAL, SOCIAL, RECREATIONAL AND BUSINESS MATTERS WHEN NEEDED--The student will be able to:

03.01 Explain the importance of family and friends as part of the support system.
03.02 Explain the procedures to be followed in assisting with personal matters such as writing a check, dictating a letter or assisting with shopping, banking, paying bills, record keeping or other business matters.
03.03 Describe the client's need for privacy and confidentiality.
03.04 Describe the role of a worker in providing for and supervising a child's activities.
03.05 Explain the role of the worker in assisting a client with social and leisure activities such as reading, board games, music or other social and recreational activities.
03.06 Identify workers' limitation in handling business matters for a client such as bank accounts, borrowing or lending money.

04.0 PROVIDE EMERGENCY CARE AND FIRST AID FOR A CLIENT--The student will be able to:

04.01 Complete a standard First Aid Course.
04.02 Complete a Cardiopulmonary Resuscitation course (Red Cross or American Heart Association).
04.03 Practice evacuation of a client in the event of fire.
04.04 Describe the procedures to be taken in the event of a tornado and hurricane warning.
04.05 Demonstrate how to operate a fire extinguisher.

05.0 ASSIST IN MAINTAINING A SAFE AND SANITARY ENVIRONMENT FOR CLIENTS--The student will be able to:

05.01 Demonstrate proper handwashing techniques.
05.02 Demonstrate proper storage and preparation of hot and cold foods.
05.03 Describe how the spread of disease is controlled in the home in relationship to kitchens, bathrooms, laundry, dusting and food handling.
05.04 Identify safety measures necessary for maintaining a safe environment such as clear traffic, loose rugs, electrical and safety bars.
05.05 Demonstrate safe procedures in using special equipment such as wheel chairs.

06.0 PROVIDE PERSONAL CARE SERVICES FOR CLIENTS--The student will be able to:

06.01 Explain the difference between administering medication and assisting with medication.
06.02 Identify the "five rights" of medication.
06.03 Describe the proper storage of medication.
06.04 Identify fluids considered as intake and output.
06.05 Demonstrate procedures for collecting specimens.
06.06 Assist client with personal hygiene and personal grooming.
06.07 Describe ways to care for bedsores or decubitus ulcers.
06.08 Explain the relationship between client's daily level of activity and assistance provided.
06.09 State types of garments the elderly or disabled person should use to provide greater ease in dressing and undressing.

07.0 PROVIDE BASIC HOMEMAKER SERVICES TO CLIENT AND FAMILY--The student will be able to:

07.01 Identify a logical order for performing tasks to save time and energy.
07.02 Demonstrate correct procedures for basic household cleaning tasks performed daily, weekly, monthly, and occasionally.
07.03 Demonstrate correct procedures for selection, use, care and storage of supplies and equipment.

08.0 DEVELOP PLANS FOR MEETING NUTRITIONAL NEEDS OF CLIENTS AND FAMILIES--The student will be able to:

08.01 Evaluate own diet for one week in relation to the Food Guide Pyramid.
08.02 Plan, prepare, and serve, foods or meals according to the Food Guide Pyramid considering client's cultural preference and personal needs.
08.03 Apply the principles of special diets that may be used in the plan for care of clients; i.e., measure food accurately by using correct procedures and equipment.
08.04 Identify ways to assist a client with feeding.

09.0 DEMONSTRATE MANAGEMENT SKILLS--The student will be able to:

09.01 Prepare a grocery list using an inventory of client's food and household supply needs, and a copy of newspaper food ads.
09.02 Identify procedures in paying bills on a periodic basis.
09.03 Assist in setting up a system of filing household records.
09.04 Review ways energy resources and expenses can be conserved in a case situation.
09.05 Assist in developing a budget for client when needed.

10.0 ASSIST IN THE CARE OF INFANTS, CHILDREN, ELDERLY, DISABLED AND TERMINALLY ILL--The student will be able to:

10.01 Describe how each of the senses is used when making observations.
10.02 Interpret rules for reporting and recording observations.
10.03 Demonstrate the differences between subjective and objective reporting.
10.04 Define disability and functional limitations and give examples.
10.05 Identify types of abuse and neglect.
10.06 Describe symptoms of abuse and neglect.
10.07 Review the laws in reporting abuse or neglect of a child or elderly person.
10.08 Describe the role of the worker in caring for an ill or disabled child in the home.
10.09 Describe the role of the worker in providing care and assistance to a new mother in the home.
10.10 Describe the physical, social, emotional and mental changes that may take place in aging.
10.11 Describe the special needs of the elderly.
10.12 Identify own feelings toward the elderly.
10.13 Describe problems of clients with decreased mobility, decreased vision or blindness, decreased sensory acuity, confinement to bed, lack of urinary and bowel control, fragility, low energy, and confusion.
10.14 Identify the stages of mourning and describe their effect on behavior.
10.15 Distinguish between good mental health and mental disability.
10.16 Identify defense mechanisms and describe when and how they are used.
10.17 Describe symptoms of depression.

10.18 Examine own experience and feelings about death.
10.19 Explain the stages or steps, identified by Kubler-Ross, that occur when a person is dying.
10.20 Describe how to give emotional support to a dying client and the family.
10.21 Explain how the hospice methods can be used in working with the dying.
10.22 Identify cultural influences surrounding practices related to death.

11.0 ASSIST WITH REHABILITATION AND HABILITATION OF CLIENTS--The student will be able to:

11.01 Discuss four things therapists consider in the establishment of a program for a client.
11.02 Explain the principles of range-of-motion exercise.
11.03 Demonstrate proper techniques for complete or partial range-of-motion with a client.

12.0 DEMONSTRATE STRESS MANAGEMENT--The student will be able to:

12.01 Identify factors that create negative stress and explain how they affect behavior.
12.02 Describe methods of managing stress such as diets, leisure activities, exercise.
12.03 Explain how problem-solving techniques help in stress management.

13.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

13.01 Conduct a job search.
13.02 Secure information about a job.
13.03 Identify documents that may be required when applying for a job.
13.04 Complete a job application form correctly.
13.05 Demonstrate competence in job interview techniques.
13.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
13.07 Identify acceptable work habits.
13.08 Demonstrate knowledge of how to make job changes appropriately.
13.09 Demonstrate acceptable employee health habits.
13.10 Develop and write a resume.
13.11 Identify personal characteristics desired for working with people.

14.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

14.01 Define entrepreneurship.
14.02 Describe the importance of entrepreneurship to the American economy.
14.03 List the advantages and disadvantages of business ownership.
14.04 Identify the risks involved in ownership of a business.

14.05 Identify the necessary personal characteristics of a successful entrepreneur.

14.06 Identify the business skills needed to operate a small business efficiently and effectively.

14.07 Describe responsibilities of an employee to support the business or industry.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Environmental Services
Program Type: Job Preparatory
Occupational Area: Family And Consumer Sciences
Components: Two Occupational Completion Points

	Secondary	PSAV
Program Numbers:	**8524100**	**V200610**
CIP Number:	0420060110	0420060110
Grade Level:	9-12 30,31	30,31
Length:	2 Credits	300 Hours
Facility Code:	203	203
VSO:	FHA/HERO	FHA/HERO
Co-op Method:	Yes	Yes
Apprenticeship:	Yes	Yes
Certification:	VOC HME EC @2 @4	VOC HME EC @2 @4
	GEN HME EC @2 @4	GEN HME EC @2 @4
	HOMEMAKING @2 ¢7	HME EC OCC @7 G
	HOME EC 1 @2	HOMEMAKING @2 @7 G
	HME EC OCC ¢7	HOME EC 1 @2
		BLDG MAINT @7 G
		CUSTODIAL @7 G
Basic-Skills		
Math		8
Language		8
Reading		8

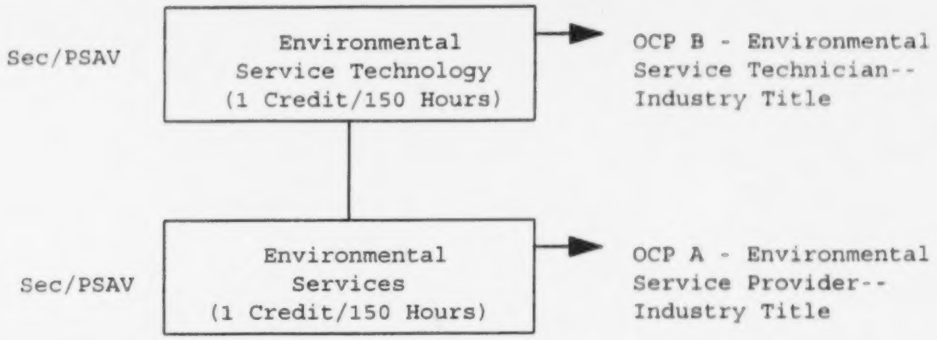
I. **PURPOSE:** The purpose of this program is to prepare students for employment as environmental service providers or technicians for residential homes and institutions (hotels/motels, hospitals, nursing homes, campus buildings, and office buildings) or for advanced training in the environmental services industry. This program also provides supplemental training for persons previously or currently employed in the environmental services industry.

This program focuses on broad, transferable skills, stresses the understanding of all aspects of the environmental services industry, and demonstrates such elements of the industry as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

II. **PROGRAM STRUCTURE:** This program is a planned sequence of instruction consisting of two occupational completion points. The recommended sequence allows students to complete specified portions of the program for employment or to remain for advanced training. A student who completes the applicable competencies at either occupational completion point may either continue with the training program or become an occupational completer.

The following diagram illustrates the program structure:

ENVIRONMENTAL SERVICES PROGRAM
8524100/V200610


Sec/PSAV
Environmental
Service Technology
(1 Credit/150 Hours)
OCP B - Environmental
Service Technician--
Industry Title
Sec/PSAV
Environmental
Services
(1 Credit/150 Hours)
OCP A - Environmental
Service Provider--
Industry Title

At the **secondary level,** the Environmental Services program consists of the following courses:

8524110	Environmental Services
8524120	Environmental Services Technology

III. **LABORATORY ACTIVITIES:** Classroom and laboratory activities are an integral part of this program. These activities include training in the general maintenance and safe use of all instructional resources. A generic equipment list for this program is available.

IV. **SPECIAL NOTE:** FHA/HERO (Future Homemakers of America/Home Economics Related Occupations) is the appropriate vocational student organization(VSO) for providing leadership training experiences and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

This program may be offered in postsecondary adult vocational (PSAV) courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643, F.S.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training agreement, a training plan signed by the student, teacher and employer, including instructional objectives and a list of on-the-job and in-school learning experiences and a work station which eflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for the work performed.

In accordance with Rule 6A-10.040, FAC, the minimum basic-skills grade levels required for postsecondary adult vocational students to exit the program are listed before the intended outcomes for the program. These grade-level numbers correspond to grade-equivalent scores obtained on one of the state-designated basic-skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be provided concurrently in the System for Applied Individualized Learning (SAIL) or a remedial lab. Please refer to the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class for which modifications to the curriculum framework have been made, the particular outcomes and student performance standards that the student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

SCANS Competencies: To accomplish the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies, instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities and higher-order thinking skills.

V. **INTENDED OUTCOMES**: After successfully completing the appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
ENVIRONMENTAL SERVICES PROVIDER - Industry Title

01.0 Identify job and career opportunities in the environmental services profession.
02.0 Demonstrate employability skills.
03.0 Select, use, and store equipment and supplies.
04.0 Demonstrate safety, sanitation, and security skills.
05.0 Demonstrate environmental services procedures.
06.0 Demonstrate positive customer-relations skills.
07.0 Demonstrate communication skills.
08.0 Demonstrate institutional housekeeping procedures.
09.0 Identify hazardous materials and situations, and reporting procedures.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
ENVIRONMENTAL SERVICES TECHNICIAN - Industry Title

10.0 Identify the federal, state, and local laws and agencies that affect the environmental services area.
11.0 Apply the principles of leadership and management.
12.0 Demonstrate an understanding of entrepreneurship.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Environmental Services
Secondary Number: 8524100
Postsecondary Number: V200610

OCCUPATIONAL COMPLETION POINT - DATA CODE A
ENVIRONMENTAL SERVICES PROVIDER - Industry Title

01.0 IDENTIFY JOB AND CAREER OPPORTUNITIES IN THE ENVIRONMENTAL SERVICES PROFESSION--The student will be able to:

01.01 Explain the role and importance of the environmental services industry in the quality of life.
01.02 Identify employment, career-growth, and advanced-training opportunities in the environmental services profession.
01.03 Identify responsibilities for each job in the career ladder.
01.04 Explain training needs for career enhancement.
01.05 Analyze the personal and professional qualities required for employment.

02.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

02.01 Conduct a job search.
02.02 Secure information about a job.
02.03 Identify the documents that may be required for a job application.
02.04 Complete a job-application form.
02.05 Demonstrate competence in job-interview techniques.
02.06 Demonstrate productive work habits and positive attitudes.
02.07 Demonstrate a knowledge of how to make job changes appropriately.
02.08 Demonstrate ethical and responsible practices.
02.09 Demonstrate acceptable personal hygiene and a professional appearance.
02.10 Apply the principles of time management, work simplification, and teamwork when performing assigned tasks.
02.11 Explain the importance of taking pride in the quality of work performed.
02.12 Describe the importance of a drug-free workplace and industry policies toward drug use.
02.13 Describe the ramifications of a poor driving record on employability opportunities.
02.14 Describe Florida's "Right-to-Know" Law as recorded in the Florida Statutes, Chapter 442.
02.15 Explain the importance of confidentiality in the workplace.

03.0 SELECT, USE, AND STORE EQUIPMENT AND SUPPLIES--The student will be able to:

03.01 Identify the basic supplies and equipment needed for a specific job.

03.02 Select the proper tools for a specific job.
03.03 Inventory supplies.
03.04 Explain the importance of appropriate housekeeping and maintenance practices.
03.05 Store equipment properly.
03.06 Disassemble and maintain selected pieces of equipment used in the area of environmental services.
03.07 Maintain equipment-and-supply storage areas.
03.08 Use and care for equipment, supplies, and tools according to manufacturer's instructions.
03.09 Report faulty equipment and needed repairs.

04.0 DEMONSTRATE SAFETY, SANITATION, AND SECURITY SKILLS--The student will be able to:

04.01 Demonstrate the skills necessary for fire safety, such as RACE (rescue, alarm, control, extinguish).
04.02 Identify the various types of fire extinguishers.
04.03 Use fire extinguishers appropriate to fire hazards.
04.04 Demonstrate emergency procedures.
04.05 Demonstrate security procedures.
04.06 Demonstrate safety procedures in the use, care, and storage of equipment.
04.07 Demonstrate sanitation and safety procedures as required by the health department and the Occupational Safety and Health Administration (OSHA).
04.08 Demonstrate the required sanitation procedures.
04.09 Identify the health-related problems that may result from exposure to work-related chemicals and hazardous materials, and describe the proper precautions for handling such materials.
04.10 Discuss environmental concerns related to hazardous waste and chemical disposal.

05.0 DEMONSTRATE ENVIRONMENTAL SERVICES PROCEDURES--The student will be able to:

05.01 Demonstrate general housekeeping and maintenance procedures and practices for windows, walls, and floors.
05.02 Demonstrate the methods necessary to provide sanitary conditions in the rest room and shower areas.
05.03 Clean and care for a variety of wall and ceiling surfaces.
05.04 Clean and care for fixtures, moldings, and special surfaces.
05.05 Clean and care for various types of accessories.
05.06 Clean and care for gas, electric, and solar appliances.
05.07 Take down and rehang draperies and shower curtains.
05.08 Make a bed according to specifications in an institution.
05.09 Clean and disinfect guest rooms.
05.10 Use home and commercial laundry equipment and supplies.

06.0 DEMONSTRATE POSITIVE CUSTOMER-RELATIONS SKILLS--The student will be able to:

06.01 Exercise self-control.
06.02 Identify and demonstrate appropriate responses to criticism.

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06.03 Recognize basic human relations as they relate to success in the environmental services industry.
06.04 Demonstrate respect for customer property.

07.0 DEMONSTRATE COMMUNICATION SKILLS--The student will be able to:

07.01 Ask and answer questions coherently and concisely.
07.02 Read and follow written instructions and listen to and follow oral instructions.
07.03 Give reports orally and in writing.
07.04 Read and interpret environmental-services-related reading materials.
07.05 Find information in technical literature such as a manufacturer's manual.
07.06 Read and interpret graphs, charts, diagrams, and tables commonly used in the environmental services occupation area.
07.07 Write logical and understandable statements or phrases, and accurately fill out forms/invoices commonly used in the environmental services industry.
07.08 Demonstrate appropriate telephone communication skills.
07.09 Demonstrate trade-related computer skills.

08.0 DEMONSTRATE INSTITUTIONAL HOUSEKEEPING PROCEDURES--The student will be able to:

08.01 Demonstrate housekeeping and maintenance practices in occupied, unoccupied, and discharged rooms.
08.02 Identify procedures and techniques for cleaning isolation units in a hospital or nursing home.
08.03 Demonstrate procedures for adjusting windows and heating and air- conditioning equipment.
08.04 Demonstrate procedures for checking a vacant room.
08.05 Demonstrate responsibility in handling keys.
08.06 Identify the symbols, abbreviations, and terminologies used in the facility.
08.07 Report damages and unusual conditions in the facility.
08.08 Describe procedures for handling lost-and-found items.
08.09 Interpret an occupancy report.
08.10 Inventory supplies furnished to guests in a hotel/motel.
08.11 Identify methods of pest control.

09.0 IDENTIFY HAZARDOUS MATERIALS AND SITUATIONS, AND REPORTING PROCEDURES--The student will be able to:

09.01 Identify the types of hazardous materials that environmental services providers and technicians may encounter.
09.02 Demonstrate procedures in safely handling and storing biomedical waste in a hospital and nursing home.
09.03 Identify and interpret county, state, and federal laws, rules, and regulations governing biomedical waste materials.
09.04 Identify hazardous situations and report them to the appropriate authority.

09.05 Identify emergencies that may occur when biomedical waste/hazardous materials are handled, and reporting procedures.

OCCUPATIONAL COMPLETION POINT - DATA CODE B

ENVIRONMENTAL SERVICES TECHNICIAN - Industry Title

10.0 IDENTIFY THE FEDERAL, STATE, AND LOCAL LAWS AND AGENCIES THAT AFFECT THE ENVIRONMENTAL SERVICES AREA--The student will be able to:

10.01 Identify the federal, state, and local laws that affect the environmental services.
10.02 Identify the federal, state, and local agencies that affect environmental services practices.

11.0 APPLY THE PRINCIPLES OF LEADERSHIP AND MANAGEMENT--The student will be able to:

11.01 Apply the principles of the management of time, money, energy, and space.
11.02 Estimate the types of work and the required work hours for a specific situation.
11.03 Develop instructions for environmental services providers to follow to satisfy the client's needs.
11.04 Resolve customer complaints in a positive, professional manner.

12.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

12.01 Define "entrepreneurship."
12.02 Describe the importance of entrepreneurship to the American economy and the role of small business in the free-enterprise system.
12.03 Debate the advantages and disadvantages of business ownership.
12.04 Explain the risks involved in the ownership of a business.
12.05 Identify the personal characteristics of a successful entrepreneur.
12.06 Identify the business skills needed to operate a small business efficiently and effectively.
12.07 Describe the responsibility of the employer to support business and industry.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8524110
Course Title: Environmental Services
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to help students acquire competencies in the areas of the environmental services profession, employability skills, equipment and supplies, sanitation and security, environmental services procedures, customer relations, communication, institutional housekeeping procedures, and hazardous materials reporting procedures.

01.0 IDENTIFY JOB AND CAREER OPPORTUNITIES IN THE ENVIRONMENTAL SERVICES PROFESSION--The student will be able to:

- 01.01 Explain the role and importance of the environmental services industry in the quality of life.
- 01.02 Identify employment, career-growth, and advanced-training opportunities in the environmental services profession.
- 01.03 Identify responsibilities for each job in the career ladder.
- 01.04 Explain training needs for career enhancement.
- 01.05 Analyze the personal and professional qualities required for employment.

02.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

- 02.01 Conduct a job search.
- 02.02 Secure information about a job.
- 02.03 Identify the documents that may be required for a job application.
- 02.04 Complete a job-application form.
- 02.05 Demonstrate competence in job-interview techniques.
- 02.06 Demonstrate productive work habits and positive attitudes.
- 02.07 Demonstrate a knowledge of how to make job changes appropriately.
- 02.08 Demonstrate ethical and responsible practices.
- 02.09 Demonstrate acceptable personal hygiene and a professional appearance.
- 02.10 Apply the principles of time management, work simplification, and teamwork when performing assigned tasks.
- 02.11 Explain the importance of taking pride in the quality of work performed.
- 02.12 Describe the importance of a drug-free workplace and industry policies toward drug use.
- 02.13 Describe the ramifications of a poor driving record on employability opportunities.
- 02.14 Describe Florida's "Right-to-Know" Law as recorded in the Florida Statutes, Chapter 442.
- 02.15 Explain the importance of confidentiality in the workplace.

03.0 SELECT, USE, AND STORE EQUIPMENT AND SUPPLIES--The student will be able to:

03.01 Identify the basic supplies and equipment needed for a specific job.
03.02 Select the proper tools for a specific job.
03.03 Inventory supplies.
03.04 Explain the importance of appropriate housekeeping and maintenance practices.
03.05 Store equipment properly.
03.06 Disassemble and maintain selected pieces of equipment used in the area of environmental services.
03.07 Maintain equipment-and-supply storage areas.
03.08 Use and care for equipment, supplies, and tools according to manufacturer's instructions.
03.09 Report faulty equipment and needed repairs.

04.0 DEMONSTRATE SAFETY, SANITATION, AND SECURITY SKILLS--The student will be able to:

04.01 Demonstrate the skills necessary for fire safety, such as RACE (rescue, alarm, control, extinguish).
04.02 Identify the various types of fire extinguishers.
04.03 Use fire extinguishers appropriate to fire hazards.
04.04 Demonstrate emergency procedures.
04.05 Demonstrate security procedures.
04.06 Demonstrate safety procedures in the use, care, and storage of equipment.
04.07 Demonstrate sanitation and safety procedures as required by the health department and the Occupational Safety and Health Administration (OSHA).
04.08 Demonstrate the required sanitation procedures.
04.09 Identify the health-related problems that may result from exposure to work-related chemicals and hazardous materials, and describe the proper precautions for handling such materials.
04.10 Discuss environmental concerns related to hazardous waste and chemical disposal.

05.0 DEMONSTRATE ENVIRONMENTAL SERVICES PROCEDURES--The student will be able to:

05.01 Demonstrate general housekeeping and maintenance procedures and practices for windows, walls, and floors.
05.02 Demonstrate the methods necessary to provide sanitary conditions in the rest room and shower areas.
05.03 Clean and care for a variety of wall and ceiling surfaces.
05.04 Clean and care for fixtures, moldings, and special surfaces.
05.05 Clean and care for various types of accessories.
05.06 Clean and care for gas, electric, and solar appliances.
05.07 Take down and rehang draperies and shower curtains.
05.08 Make a bed according to specifications in an institution.
05.09 Clean and disinfect guest rooms.
05.10 Use home and commercial laundry equipment and supplies.

06.0 DEMONSTRATE POSITIVE CUSTOMER-RELATIONS SKILLS--The student will be able to:

06.01 Exercise self-control.
06.02 Identify and demonstrate appropriate responses to criticism.
06.03 Recognize basic human relations as they relate to success in the environmental services industry.
06.04 Demonstrate respect for customer property.

07.0 DEMONSTRATE COMMUNICATION SKILLS--The student will be able to:

07.01 Ask and answer questions coherently and concisely.
07.02 Read and follow written instructions and listen to and follow oral instructions.
07.03 Give reports orally and in writing.
07.04 Read and interpret environmental-services-related reading materials.
07.05 Find information in technical literature such as a manufacturer's manual.
07.06 Read and interpret graphs, charts, diagrams, and tables commonly used in the environmental services occupation area.
07.07 Write logical and understandable statements or phrases, and accurately fill out forms/invoices commonly used in the environmental services industry.
07.08 Demonstrate appropriate telephone communication skills.
07.09 Demonstrate trade-related computer skills.

08.0 DEMONSTRATE INSTITUTIONAL HOUSEKEEPING PROCEDURES--The student will be able to:

08.01 Demonstrate housekeeping and maintenance practices in occupied, unoccupied, and discharged rooms.
08.02 Identify procedures and techniques for cleaning isolation units in a hospital or nursing home.
08.03 Demonstrate procedures for adjusting windows and heating and air- conditioning equipment.
08.04 Demonstrate procedures for checking a vacant room.
08.05 Demonstrate responsibility in handling keys.
08.06 Identify the symbols, abbreviations, and terminologies used in the facility.
08.07 Report damages and unusual conditions in the facility.
08.08 Describe procedures for handling lost-and-found items.
08.09 Interpret an occupancy report.
08.10 Inventory supplies furnished to guests in a hotel/motel.
08.11 Identify methods of pest control.

09.0 IDENTIFY HAZARDOUS MATERIALS AND SITUATIONS, AND REPORTING PROCEDURES--The student will be able to:

09.01 Identify the types of hazardous materials that environmental services providers and technicians may encounter.
09.02 Demonstrate procedures in safely handling and storing biomedical waste in a hospital and nursing home.

09.03 Identify and interpret county, state, and federal laws, rules, and regulations governing biomedical waste materials.

09.04 Identify hazardous situations and report them to the appropriate authority.

09.05 Identify emergencies that may occur when biomedical waste/hazardous materials are handled, and reporting procedures.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8524120
Course Title: Environmental Services Technology
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to help students acquire competencies in the areas of laws and regulations, principles of leadership and management, and entrepreneurship.

10.0 IDENTIFY THE FEDERAL, STATE, AND LOCAL LAWS AND AGENCIES THAT AFFECT THE ENVIRONMENTAL SERVICES AREA--The student will be able to:

- 10.01 Identify the federal, state, and local laws that affect the environmental services.
- 10.02 Identify the federal, state, and local agencies that affect environmental services practices.

11.0 APPLY THE PRINCIPLES OF LEADERSHIP AND MANAGEMENT--The student will be able to:

- 11.01 Apply the principles of the management of time, money, energy, and space.
- 11.02 Estimate the types of work and the required work hours for a specific situation.
- 11.03 Develop instructions for environmental services providers to follow to satisfy the client's needs.
- 11.04 Resolve customer complaints in a positive, professional manner.

12.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

- 12.01 Define "entrepreneurship."
- 12.02 Describe the importance of entrepreneurship to the American economy and the role of small business in the free-enterprise system.
- 12.03 Debate the advantages and disadvantages of business ownership.
- 12.04 Explain the risks involved in the ownership of a business.
- 12.05 Identify the personal characteristics of a successful entrepreneur.
- 12.06 Identify the business skills needed to operate a small business efficiently and effectively.
- 12.07 Describe the responsibility of the employer to support business and industry.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Family and Consumer Sciences Cooperative OJT
Occupational Area: Family and Consumer Sciences

	Secondary	PSAV
Program Numbers	**8500410**	**V209999**
CIP Number	0420.9999CP	0420.9999CP
Grade Level	9-12, 30, 31	30, 31
Length	Multiple credits	Multiple hours
Certification	HOMEMAKING @2 ¢7	HME EC OCC @7 G
	GEN HME EC @2 @4	VOC HME EC @4 @2
	HOME EC 1 @2	HOMEMAKING @2 @7 G
	VOC HME EC @4	HOME EC 1 @2
	HME EC OCC ¢7	GEN HME EC @2 @4
	¶ ANY HOME ED/TC COOP ED ¢7	
		ANY HOME ED/TC COOP ED E G

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this course is to provide the on-the-job training component when The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training agreement, a training plan signed by the student, teacher and employer, including instructional objectives and a list of on-the-job and in-school learning experiences and a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

II. **LABORATORY ACTIVITIES**: A work station is provided as required to support the on-the-job training activities of the student.

III. **SPECIAL NOTE**: Future Homemakers of America/Home Economics Related Occupations, is the appropriate vocational student organization for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

For the on-the-job training component, the following is required for each student: a training plan, signed by the student, teacher and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must receive compensation for work performed. It is recommended that for every twenty students (or portion thereof) enrolled in the program, the teacher-coordinator be given a minimum of one hour of OJT-coordination release time per day so that he/she can visit students on the job to manage the cooperative method of instruction effectively. The teacher/coordinator must visit each job site a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

In order for this program/course to be transferable between institutions, it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System Discipline Committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

Cooperative Family and Consumer Sciences Education - OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

The particular outcomes and student performance standards which the students with disabilities must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

IV. **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to:

01.0 Perform designated job skills.
02.0 Demonstrate work ethics.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Cooperative Home Economics Education - OJT
Secondary Number: 8500410
Postsecondary Number: V209999

01.0 PERFORM DESIGNATED JOB SKILLS--The student will be able to:

01.01 Perform tasks as outlined in the training plan.
01.02 Demonstrate job performance skills.
01.03 Demonstrate safety procedures on the job.
01.04 Maintain appropriate records.
01.05 Attain an acceptable level of productivity.
01.06 Demonstrate appropriate dress and grooming habits.

02.0 DEMONSTRATE WORK ETHICS--The student will be able to:

02.01 Follow directions.
02.02 Demonstrate good human relations skills on the job.
02.03 Demonstrate good work habits.
02.04 Demonstrate acceptable business ethics.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Family and Consumer Sciences Directed Study
Occupational Area: Family and Consumer Sciences

	Secondary
Program Numbers	**8500100**
CIP Number	0420.999901
Grade Level	9-12, 30, 31
Length	Multiple credits
Certification	Any Home Economics GEN HME EC @2 @4 HOME EC 1 @2 VOC HME EC @4 ¶ ANY HOME EC ED G

I. **MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with additional competencies in a Family and Consumer Sciences program that will enhance their opportunities for employment in the occupation chosen by the student.

The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.

II. **LABORATORY ACTIVITIES:** A work station is provided as required to support the training activities of the student.

III. **SPECIAL NOTE:** Future Homemakers of America/Home Economics Related Occupations, is the appropriate vocational student organization for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

This course may be taken only by a student who has completed, or is currently completing, all of the courses prescribed in the Course Code Directory for a specific secondary job preparatory program and needs additional study in this program. A student may earn multiple credits in this course.

The specific student performance standards which the student must master to earn credit must be outlined in an instructional plan developed by the instructor.

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this program. A student may earn multiple credits in this course.

The selected intended outcomes and student performance standards which the student must master to earn credit must be outline in an instructional plan developed by the instructor.

The student enrolled in this course must be reported using the Course Code Directory program number for the specific occupational completion point.

IV. **INTENDED OUTCOMES**: After successfully completing this program, the student will be able to:

01.0 Perform designated job skills.
02.0 Demonstrate a knowledge of the basic skills in mathematics and language appropriate for the chosen occupation.
03.0 Provide for health, safety, and security of self.
04.0 Manage interpersonal relationships.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Family And Consumer Sciences Directed Study
Secondary Number: 8500100
Postsecondary Number:

01.0 PERFORM DESIGNATED JOB SKILLS--The student will be able to:

01.01 Demonstrate job performance skills.
01.02 Follow prescribed safety procedures.
01.03 Display increasingly higher levels of productivity.

02.0 DEMONSTRATE A KNOWLEDGE OF THE BASIC SKILLS IN MATHEMATICS AND LANGUAGE APPROPRIATE FOR THE CHOSEN OCCUPATION--The student will be able to:

02.01 Use addition, subtraction, multiplication, and division to solve problems encountered in the chosen occupation.
02.02 Read, understand, and find information relative to the chosen occupation.
02.03 Write logical and grammatically correct statements and reports with correct spelling appropriate for the chosen occupation.

03.0 PROVIDE FOR HEALTH, SAFETY AND SECURITY OF SELF--The student will be able to:

03.01 Develop a list of home safety rules.
03.02 Develop a family plan for emergencies in the areas of special health needs, fire, accidents, and natural disasters.
03.03 Develop a list of community emergency services and first-aid supplies for family use.
03.04 Develop a list of basic first-aid supplies used for minor household emergencies.

04.0 MANAGE INTERPERSONAL RELATIONSHIPS--The student will be able to:

04.01 Determine effective listening techniques.
04.02 Describe nonverbal and verbal communication and their implications.
04.03 Define stress and stressor.
04.04 Identify family resources in dealing with stress and crises.
04.05 Describe ways tobacco, alcohol, and drug abuse affect children and family life.
04.06 Plan family leisure time activities that would be enriching for all family members.
04.07 Compile a list of community support systems and organizations that help individuals and families.
04.08 Use problem-solving techniques to handle family situations.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Fashion Design
Occupational Area: Family and Consumer Sciences

	PSV
CIP Number	0420.030601
Grade Level	College Credits
Length	AS Degree/64 hours
Certification	

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this program is to prepare students for initial employment as designers, except interior designers (34038181), designers (10221001), fashion artists (141.061-014), clothes designers (142.061-018), drapers (781.684-026),or pattern makers (781.381-026), or to provide supplemental training for persons previously or currently employed in one of these occupations.

The content includes, but is not limited to, an instructional program that prepares individuals to assist in coordinating garments for various occasions; instruction in fashion design, trends, characteristic styles and merchandising; describing to customers the garment construction, quality, and fiber content; care and durability; selecting current fashion for figure types; fitting garment on customers; planning and presenting fashion shows; developing fashion displays; assisting home sewers with construction techniques; advising on quality of fabric needed; measuring and cutting fabric; ordering, receiving, and displaying fabric and merchandise.

II. **LABORATORY ACTIVITIES**: Laboratory activities are an integral part of this program and provide instruction in techniques and skills necessary in designing, draping, pattern making, clothing construction, fashion illustration, visual presentations, fabric analysis, and using related equipment and tools.

III. **SPECIAL NOTE**: The standard credit hour length for this program is 64 according to SBR 6A-14.030.

In order for this program/course to be transferable between institutions it must have been reviewed, and a "transfer value" assigned the curriculum content by the appropriate Statewide Course Numbering System Discipline Committee. Transferability is not automatic. An institution wishing to participate in the transfer articulation of this program/course must submit documentation to the Statewide Course Numbering System concerning the program. The documentation should include a program outline, textbook information, and information concerning other materials, or equipment used in the course/program.

The particular outcomes and student performance standards which the students with disabilities must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance

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with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP. The concern for balancing work and family responsibilities is addressed as an employability skill.

IV. **INTENDED OUTCOMES**: After successfully completing this program, the student will be able to:

01.0 Apply principles of clothing construction.
02.0 Demonstrate commercial garment construction.
03.0 Apply tailoring techniques.
04.0 Identify characteristics of textiles.
05.0 Analyze historic costume periods.
06.0 Demonstrate fundamentals of fashion design.
07.0 Construct fashion illustration techniques.
08.0 Demonstrate fashion illustration techniques.
09.0 Demonstrate creative design techniques in flat pattern making.
10.0 Demonstrate draping techniques.
11.0 Analyze fashion marketing and merchandising techniques.
12.0 Demonstrate employability skills.
13.0 Demonstrate an understanding of entrepreneurship.
14.0 Demonstrate an awareness of the responsibilities associated with balancing family, school and work.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Fashion Design
Secondary Number:
Postsecondary Number: 0420.030601

01.0 APPLY PRINCIPLES OF CLOTHING CONSTRUCTION--The student will be able to:

01.01 Analyze the cultural influences of dress and the inherent application to apparel selection.
01.02 Select, use, and care for sewing equipment.
01.03 Maintain, update, and care for wardrobe.
01.04 Analyze current fashion trends.
01.05 Plan a set of hypothetical wardrobe selections for health and energy conservation effectiveness.
01.06 Determine pattern selection for basic clothing construction.
01.07 Determine pattern alterations for basic clothing construction.
01.08 Determine fabric selection for basic clothing construction.
01.09 Determine fabric preparation for basic clothing construction.
01.10 Determine pattern use for basic clothing construction.
01.11 Construct a garment according to pre-determined methods.

02.0 DEMONSTRATE COMMERCIAL GARMENT CONSTRUCTION--The student will be able to:

02.01 Operate and care for the industrial sewing machine.
02.02 Select pattern and fabric alternatives to construct a garment using ready-to-wear techniques.
02.03 Apply factory techniques in the application of interfacing and notions.
02.04 Lay out, cut, and mark garments using commercial techniques.
02.05 Apply factory methods and techniques in the assembly of garments.
02.06 Evaluate construction of a ready-to-wear garment according to quality, time saving techniques, and fabric and pattern selection.

03.0 APPLY TAILORING TECHNIQUES--The student will be able to:

03.01 Select a pattern within given criteria for tailoring.
03.02 Select and prepare a fabric appropriately for a specific tailored garment.
03.03 Select interfacing, lining, and underlining fabrics for use in a garment.
03.04 Demonstrate tailoring techniques on a test garment.
03.05 Construct tailored garments.

04.0 IDENTIFY CHARACTERISTICS OF TEXTILES--The student will be able to:

04.01 Provide an overview of the size and scope of the textile industry.
04.02 Determine performance characteristics of textiles.

04.03 Explain the process of converting fiber to yarns.
04.04 Categorize textile materials according to fabric construction criteria.
04.05 Analyze non-textile materials.
04.06 Analyze legislation affecting labeling and manufacturing of textiles and consumer responsibilities.
04.07 Classify types of textiles products according to serviceability of uses.

05.0 ANALYZE HISTORIC COSTUME PERIODS--The student will be able to:

05.01 Analyze elements of historic costume.
05.02 Analyze trends in evolutionary development of dress forms.
05.03 Analyze major contributions to fashion from each period.
05.04 Analyze current fashion trends.

06.0 DEMONSTRATE FUNDAMENTALS OF FASHION DESIGN--The student will be able to:

06.01 Analyze aesthetic elements of fashion design.
06.02 Apply elements of design to create fashion apparel illustrations.
06.03 Apply the principles of design to create fashion apparel designs.
06.04 Conduct, update, and apply fashion research to apparel designs.

07.0 CONSTRUCT FASHION ILLUSTRATION TECHNIQUES--The student will be able to:

07.01 Identify job opportunities and requirements in commercial fashion design.
07.02 Use and care for the appropriate supplies and equipment needed for a specific clothing design project.
07.03 Analyze structural elements used to create fashion designs.
07.04 Apply art elements and principles of design to the creation of fashion apparel.
07.05 Apply current trade practices to demonstrate practical designing.
07.06 Illustrate creative designs for seasonal fashions.
07.07 Analyze practical problems encountered in price range designs.
07.08 Compare techniques for specific occasion designs.
07.09 Analyze the development of style as a component of professional fashion design.
07.10 Determine fabric selection criteria for professional fabric design.
07.11 Analyze the working conditions of the professional fashion designer.
07.12 Create a well-rounded collection of designs showing advanced commercial fashion design techniques.

08.0 DEMONSTRATE FASHION ILLUSTRATION TECHNIQUES--The student will be able to:

08.01 Analyze the four styles of fashion rendering.
08.02 Analyze fine arts principles included in fashion design and illustration.

08.03 Describe fashion illustration techniques.
08.04 Demonstrate the use of illustration media in fashion illustration.
08.05 Demonstrate applications of fashion illustration on representative garments.

09.0 DEMONSTRATE CREATIVE DESIGN TECHNIQUES IN FLAT PATTERN MAKING--The student will be able to:

09.01 Analyze and use commercial patterns.
09.02 Select, use, and maintain pattern drafting equipment and supplies.
09.03 Design a sloper from measurements or a commercial pattern.
09.04 Create designs and changes in design.
09.05 Analyze procedures and rationale for a test garment.
09.06 Create, construct, and evaluate an original design in fashion fabric.
09.07 Apply the basic principles of pattern grading to any sizing system used in the industry.
09.08 Produce a complete pattern and sample garment from an illustration, photograph, or actual development method.
09.09 Produce a complete pattern and sample garment from an illustration, photograph, or actual garment using the kimono sleeve development method.
09.10 Apply the basic principles of pattern drafting to complete an original design garment.
09.11 Evaluate a finished product to determine competency in basic flat pattern drafting.
09.12 Compare creative designs with those available on the mass market.
09.13 Apply apparel design and pattern making principles and techniques to the original design.
09.14 Create and construct an original fashion design.

10.0 DEMONSTRATE DRAPING TECHNIQUES--The student will be able to:

10.01 Analyze the principles of draping and distinguish them from pattern design principles.
10.02 Compare materials and their qualities useful in draping.
10.03 Organize the work-place and outline the sequence of operations in draping.
11.04 Perform muslin draping, marking, and trueing operations on basic patterns.
10.05 Drape two original designs; one from a woven fabric and one from a knit, incorporating collar and sleeves.
10.06 Demonstrate advanced draping techniques to create intricate designs according to industry standards.
10.07 Apply advanced draping techniques to intricate designs.

11.0 ANALYZE FASHION MARKETING AND MERCHANDISING TECHNIQUES--The student will be able to:

11.01 Analyze current fashion trends.
11.02 Apply factory methods and techniques in the assembly of garments.
11.03 Analyze qualitative features of materials used in fashion production.
11.04 Identify factors related to fashion suppliers' market activities.
11.05 Analyze methods and procedures used on the wholesale market.
11.06 Identify fashion wholesalers of fashion merchandising products.
11.07 Compare the contrast features of major fashion marketing centers.
11.08 Identify types of fashion merchandise retailers.
11.09 Analyze the structure of retail organizations.
11.10 Evaluate the organization of retail stores for fashion merchandise.
11.11 Analyze data systems in fashion merchandising outlets.
11.12 Analyze career opportunities offered in the fashion merchandising field.
11.13 Analyze the retailing of fashion merchandise.
11.14 Analyze basic concepts of design and color in fashion.
11.15 Describe influences on fashion merchandising.
11.16 Describer influences on designers.
11.17 Describe influences on suppliers affecting available inventories.
11.18 Explain the impact of legislation on the fashion industry.

12.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

12.01 Conduct a job search.
12.02 Secure information about a job.
12.03 Identify documents that may be required when applying for a job.
12.04 Complete a job application form correctly.
12.05 Demonstrate competence in job interview techniques.
12.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
12.07 Identify acceptable work habits.
12.08 Demonstrate knowledge of how to make job changes appropriately.
12.09 Demonstrate acceptable employee health habits.
12.10 Develop and write a resume.
12.11 Identify personal characteristics desired for working with people.

13.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

13.01 Define entrepreneurship.
13.02 Describe the importance of entrepreneurship to the American economy.
13.03 List the advantages and disadvantages of business ownership.
13.04 Identify the risks involved in ownership of a business.

13.05 Identify the necessary personal characteristics of a successful entrepreneur.
13.06 Identify the business skills needed to operate a small business efficiently and effectively.
13.07 Describe the responsibilities of an employee to support business or industry.

14.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING FAMILY, SCHOOL AND WORK--The student will be able to:

14.01 Define realistic expectations and/or goals for balancing family, school and work.
14.02 Identify available resources that can support school, work and family.
14.03 Demonstrate networking with support systems, including family and community agencies.
14.04 Describe ways of reducing stress in dual role lifestyles.
14.05 Apply the decision making process to specific problem related to balancing family, school and work.

04200301CL **July 1997**

Florida Department of Education
CLUSTER CURRICULUM FRAMEWORK

Cluster Title: Fashion Design & Production
Cluster Type: Job Preparatory
Occupational Area: Family And Consumer Sciences
Components: Core, Five Career Programs

	Secondary	PSAV
Grade Level:	9-12, 30, 31	30, 31
Facility Code:	234	234
VSO	FHA/HERO	
Coop Method	YES	YES
Apprenticeship		

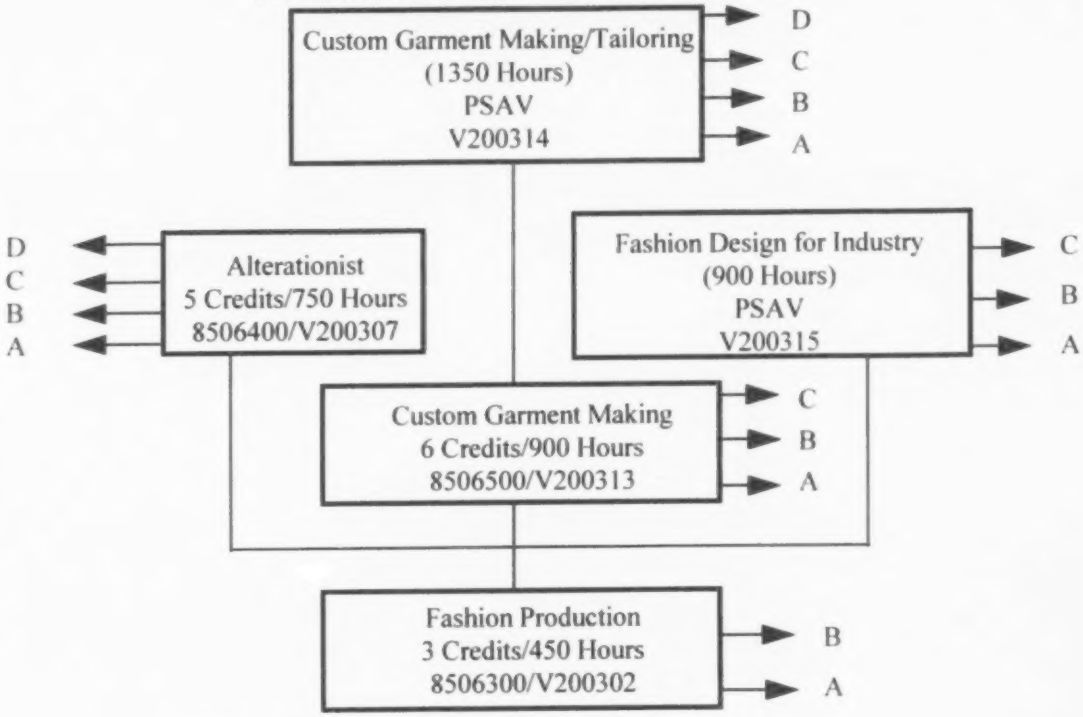
I. **PURPOSE**: The Fashion Design and Production cluster is designed to prepare students for the initial employment in the garment and textile industry as seamstresses or machine operators. The core has the foundation and basic skills so the student may progress to the other programs of the Fashion Design and Production cluster.

II. **CLUSTER STRUCTURE**: This cluster is part of the Fashion Design & Production sequence of instruction. The (core) contains the basic fundamentals necessary for completion of any of the five programs. The student may take the core in secondary for 3 credits or if only part of the core is completed in secondary she/he may take the remaining competencies in postsecondary or the total core may be taken in postsecondary. The core includes the generic skills needed for all the programs of Fashion Design & Production such as: employability skills, leadership and organizational skills, workplace safety, SCANS competencies, entrepreneurship skills and balancing family, school and work. After completing the Fashion Production core, the student may exit as a completers or may go on to any of the other programs. Fashion Production is a vocational program as well as a core. A secondary Fashion Production student will be eligible for the Gold Seal award and scholarship.

Students must complete the core or demonstrate the mastery of skills standards contained in the core, before advancing in the following programs: Alterationist, Custom Garment Making, Custom Garment Making/Tailoring and Fashion Design for Industry.

The following diagram illustrates the cluster structure:

FASHION DESIGN AND PRODUCTION


Custom Garment Making/Tailoring
(1350 Hours)
PSAV
V200314
D
C
B
A
Alterationist
5 Credits/750 Hours
8506400/V200307
D
C
B
A
Fashion Design for Industry
(900 Hours)
PSAV
V200315
C
B
A
Custom Garment Making
6 Credits/900 Hours
8506500/V200313
C
B
A
Fashion Production
3 Credits/450 Hours
8506300/V200302
B
A

Occupational Completion Points:
Fashion Production
A - Seamstress (2 credits/300 hours) Industry Title
B - Power Machine Operator (1 credit/150 hours) Industry Title

Alterationist
A - Seamstress (2 credits/300 hours) Industry Title
B - Power Machine Operator (1 credit/150 hours) Industry Title
C - Alterationist (1 credit/150 hours) Industry Title
D - Alterationist for Fine or Tailored Clothes (1 credit/150 hours) Industry Title

Custom Garment Making
A - Seamstress (2 credits/300 hours) Industry Title
B - Power Machine Operator (1 credit/150 hours) Industry Title
C - Dress/Costume Maker (3 credits/450 hours) DOT 785.361-010

Custom Garment Making/Tailoring
A - Seamstress (300 hours) Industry Title
B - Power Machine Operator (150 hours) Industry Title
C - Dress/Costume Maker (450 hours) DOT 785.361-010
D - Custom Tailor (450 hours) DOT 785.261-014

Fashion Design for Industry
A - Seamstress (300 hours) Industry Title
B - Power Machine Operator (150 hours) Industry Title
C - Sample Maker/Pattern Drafter (450 hours) Industry Title

When offered at the **secondary** the programs in this cluster consist of the following courses which include the core:

Fashion Production
- 8506310 - Fashion Production 1
- 8506320 - Fashion Production 2
- 8506330 - Fashion Production 3

Alterationist -96
- 8506310 - Fashion Production 1
- 8506320 - Fashion Production 2
- 8506330 - Fashion Production 3
- 8506410 - Alterationist 4
- 8506420 - Alterationist 5

Custom Garment Making -96
- 8506310 - Fashion Production 1
- 8506320 - Fashion Production 2
- 8506330 - Fashion Production 3
- 8506510 - Custom Garment Making 95/96 4
- 8506520 - Custom Garment Making 95/96 5
- 8506530 - Custom Garment Making 95/96 6

The following are **PSAV** programs:

- V200302 - Fashion Production
- V200307 - Alterationist 95/96
- V200313 - Custom Garment Making 95/96
- V200314 - Custom Garment Maker/Tailoring
- V200315 - Fashion Design for Industry

III. **SPECIAL NOTE**: Future Homemakers of America/Home Economics Related Occupations, is the appropriate vocational student organization for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

Classroom and laboratory activities are an integral part of this program including the safe use and maintenance of equipment, tools and instruments used in the industry.

The programs in this cluster may be offered in **PSAV courses**. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643, F.S.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training agreement, a training plan signed by the student, teacher and employer, including instructional objectives and a list of on-the-job and in-school learning experiences and a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed. this program. Whenever the cooperative method is offered, the following list is required for each student: a training plan signed by the student, teacher, and employer which includes instructional objectives and a list of on-the-job and in-school learning experiences; a work station which reflects equipment, skills and tasks which are relevant to the occupations which the student has chosen as a career goal. The student must receive compensation for work performed.

In accordance with Rule 6A-10.040, FAC., the **minimum basic skills** grade levels required for postsecondary adult vocational students to exit the programs in this cluster are listed at the program level or at the occupational completion points within the program. These grade level numbers correspond to a grade equivalent score obtained on one of the state designated basic skills examinations. If a student does not meet the basic skills level required for completion from the program, remediation should be provided concurrently in the System for Applied Individualized Learning (SAIL) or remedial lab. Please reference the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards which the student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and higher-order thinking skills.

Equipment List: A generic equipment list is available for the programs in this cluster and is printed in a supplement to this document.

July 1997

Florida Department of Education
INTENDED OUTCOMES

Program Title: **Fashion Production**

	Secondary	PSAV
Program Numbers:	**8506300**	**V200302**
CIP Number:	0420.030102	0420.030102
Grade Level:	9-12, 30, 31	30, 31
Length:	3 credits	450 Hours
Certification:	VOC HME EC @4	VOC HME EC @2 @4
	TAILORING ¢7	TAILORING @7 G
	GEN HME EC @4 @2	GEN HME EC @2 @4
	HME EC OCC ¢7	HME EC OCC @7 G
	APPRL MFG ¢7	APPRL MFG @7 G
	HOMEMAKING ¢7 @2	HOMEMAKING @2 @7 G
	HOME EC 1 @2	HOME EC 1 @2
Basic Skills		
Math		9
Language		9
Reading		9

INTENDED OUTCOMES: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SEAMSTRESS - Industry Title

Fashion Production 1 (CORE)

01.0 Identify employment opportunities.
02.0 Demonstrate appropriate basic skills essential to working in fashion production.
03.0 Demonstrate leadership and organizational skills.
04.0 Select, use and care for tools, equipment, and supplies.
05.0 Identify textile characteristics and care.

Fashion Production 2

06.0 Identify and practice safety procedures.
07.0 Operate and maintain a conventional sewing machine.
08.0 Demonstrate employability skills.
09.0 Demonstrate skill in construction of simple garments.
10.0 Operate and maintain a home serger.
11.0 Demonstrate intermediate construction techniques making one or more garments.
12.0 Demonstrate an understanding of entrepreneurship.
13.0 Demonstrate an awareness of the responsibilities associated with balancing school, work, and family.

OCCUPATIONAL COMPLETION POINT - DATA CODE B

Fashion Production 3

14.0 Identify employment opportunities.
15.0 Operate and maintain power sewing machines.
16.0 Identify and practice safety procedures.
17.0 Select and prepare materials.
18.0 Select and use hand tools and supplies.
19.0 Select and use specialized equipment to construct an intermediate advanced garment(s).

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title:	Fashion Production (Core)
Secondary Number:	8506300
Postsecondary Number:	V200302

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SEAMSTRESS - Industry Title

Fashion Production 1

01.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the garment industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for apparel producation occupations.
01.04 Identify duties and responsibilities in apparel prodution occupations.
01.05 Identify ways to achieve job advancement in the garment industry.
01.06 Identify career options in garment making, such as entrepreneurship.
01.07 Analyze current trends as they may affect the future of the industry.

02.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN APPAREL PRODUCTION--The student will be able to:

02.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
02.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.03 Identify the scientific knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
02.05 Demonstrate communication competencies necessary to perform the occupation tasks.
02.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

03.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

03.01 Identify professional and youth organizations.
03.02 Identify purposes and functions of professional and youth organizations.
03.03 Identify roles and responsibilities of members.
03.04 Demonstrate cooperation as a group member in achieving organizational goals.

03.05 Demonstrate confidence in leadership roles and organizational responsibilities.

04.0 SELECT, USE AND CARE OF TOOLS, EQUIPMENT AND SUPPLIES--The student will be able to:

04.01 Demonstrate the selection and use of shears, rotary, cutter and other high-tech cutting equipment.
04.02 Demonstrate the selection and use of machine maintenance equipment.
04.03 Demonstrate the use of measuring tools.
04.04 Demonstrate the use of pressing equipment.

05.0 IDENTIFY TEXTILE CHARACTERISTICS AND CARE--The student will be able to:

05.01 Identify fiber characteristics.
05.02 Identify types of fabric construction.
05.03 Identify types of fabric finishes.
05.04 Identify types of textiles.
05.05 Identify laws and regulations governing the textile industry including labeling laws.

Fashion Production 2 (CORE)

06.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

06.01 Demonstrate safety procedures in using sewing machines and home sergers.
06.02 Demonstrate safety procedures in using pressing equipment.
06.03 Demonstrate safety procedures in using small hand tools.
06.04 Demonstrate workroom safety procedures.

07.0 OPERATE AND MAINTAIN A CONVENTIONAL SEWING MACHINE--The student will be able to:

07.01 Demonstrate needle insertion, picking the right size for the fabric.
07.02 Demonstrate threading the sewing machine.
07.03 Demonstrate bobbin winding the threading in case, inserting it correctly into the stitching.
07.04 Demonstrate straight stitching.
07.05 Demonstrate stitch length and width selection.
07.06 Identify and demonstrate utility and decorative stitches.
07.07 Demonstrate tension adjustment.
07.08 Demonstrate cleaning and lubricating the machine.
07.09 Demonstrate light bulb replacement.

08.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

08.01 Conduct a job search.
08.02 Secure information about a job.
08.03 Identify documents that may be required when applying for a job.
08.04 Complete a job application form correctly.

08.05 Demonstrate competence in job interview techniques.
08.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
08.07 Identify acceptable work habits.
08.08 Demonstrate knowledge of how to make job changes appropriately.
08.09 Demonstrate acceptable employee health habits.
08.10 Demonstrate customer relations skills.
08.11 Develop and write a resume.

09.0 DEMONSTRATE SKILL IN CONSTRUCTION OF SIMPLE GARMENTS--The student will be able to:

09.01 Interpret verbal, written, and visual directions.
09.02 Prepare fabric and alter patterns.
09.03 Lay out, pin, cut, and mark fabric.
09.04 Demonstrate stay stitching and ease stitching.
09.05 Demonstrate stitching darts and tucks.
09.06 Identify and match garment pieces using markings and stitching.
09.07 Demonstrate correct pressing techniques.
09.08 Demonstrate casing and elastic installation.
09.09 Demonstrate machine hemming.

10.0 OPERATE AND MAINTAIN A HOME SERGER--The student will be able to:

10.01 Identify types of sergers and their characteristics.
10.02 Demonstrate threading.
10.03 Demonstrate tension setting.
10.04 Demonstrate cleaning and care of the serger.
10.05 Demonstrate a rolled hem, flat lock, and pin tucking.
10.06 Demonstrate replacing knives, needles, and light bulbs.
10.07 Demonstrate constructing a garment using the serger.

11.0 DEMONSTRATE INTERMEDIATE CONSTRUCTION TECHNIQUES MAKING ONE OR MORE GARMENTS--The student will be able to:

11.01 Differentiate among the kinds of textiles.
11.02 Choose a pattern for the correct figure type and make necessary alterations.
11.03 Apply fusible and nonfusible interfacing.
11.04 Apply shaped facings.
11.05 Apply zippers.
11.06 Demonstrate understitching.
11.07 Apply waistbands and cuffs.
11.08 Make machine buttonholes.
11.09 Make and attach collars.
11.10 Set in sleeve.
11.11 Put in side seam pockets; make and apply patch pockets.
11.12 Demonstrate hand hemming.
11.13 Demonstrate the creative reuse of garments and textiles.

12.0 DEMONSTRATE AND UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

12.01 Define entrepreneurship.

12.02 Describe the importance of entrepreneurship to the American economy.
12.03 List the advantages and disadvantages of business.
12.04 Identify the risks involved in ownership of a business.
12.05 Identify the necessary personal characteristics of a successful entrepreneur.
12.06 Identify the business skills needed to operate a small business efficiently and effectively.
12.07 Describe the responsibilities of the employer to support the business or industry.

13.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING SCHOOL, WORK, AND FAMILY--The student will be able to:

13.01 Define realistic expectations and/or goals for balancing school, work, and family.
13.02 Identify available resources that can support school, work, and family decisions.
13.03 Demonstrate networking with support systems, including family and community agencies.
13.04 Describe ways of reduction stress in dual role lifestyles.
13.05 Apply the decision-making process to a specific problem related to balancing school, work, and family.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
POWER MACHINE OPERATOR - Industry Title

Fashion Production 3 (Core)

14.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

14.01 Identify employment opportunities as a power machine operator.
14.02 Identify qualifications and training requirements for power machine operators and high-tech operators.
14.03 Identify opportunities in the monogramming and high-tech machine perator fields.

15.0 OPERATE AND MAINTAIN POWER SEWING MACHINE--The student will be able to:

15.01 Thread the machine.
15.02 Install and thread needle.
15.03 Adjust needle bar.
15.04 Remove and replace bobbin case.
15.05 Adjust bobbin winder.
15.06 Select stitch length and width.
15.07 Adjust and control foot pedal.
15.08 Adjust tension.
15.09 Adjust knee lift.
15.10 Select proper chair.
15.11 Feed fabric into machine.
15.12 Ease in fullness.
15.13 Measure with gauge(s).
15.14 Clean and oil machine.
15.15 Remove throat plate and clean hook.

15.16 Remove throat plate and clean feed dog.
15.17 Select and install feet.
15.18 Select and replace light bulbs or fuses.

16.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

16.01 Demonstrate safety procedures using power sewing, cutting,and specialty machines.
16.02 Demonstrate safety procedures maintaining, cleaning, and repairing power machines.
16.03 Demonstrate safety procedures for using computerized monogram machine and data stitch punching system.

17.0 SELECT AND PREPARE MATERIALS--The student will be able to:

17.01 Identify and match pattern pieces.
17.02 Read and interpret instructions.
17.03 Identify fabric content.
17.04 Lay out fabrics.
17.05 Match grain lines of fabric and patterns.
17.06 Match plaids, stripes and one-way designs.
17.07 Match patterns or garments to work tickets.
17.08 Mark and cut using special tables and cutting equipment.
17.09 Line up notches, dots, or clips.
17.10 Mark for assembly.
17.11 Mark for trims.
17.12 Match thread with fabric.
17.13 Separate and bundle garments.
17.14 Interpret work tickets.
17.15 Stitch on woven, stretch, or specialty fabrics.

18.0 SELECT AND USE HAND TOOLS AND SUPPLIES--The student will be able to:

18.01 Select and use scissors.
18.02 Select and use tweezers.
18.03 Select and use screwdrivers.
18.04 Select and use staple gun.
18.05 Select and use hammer.
18.06 Select and use wrenches.
18.07 Select and use fabric stretcher.
18.08 Select and use tack puller.
18.09 Select and use hand turner.
18.10 Select and use measuring instruments.
18.11 Select and use pins.
18.12 Select and use markers.
18.13 Select and install needles.
18.14 Select and thread bobbin cases.
18.15 Select and use content label(s).

19.0 SELECT AND USE SPECIALIZED EQUIPMENT TO CONSTRUCT INTERMEDIATE/ADVANCED GARMENT(S)--The student will be able to operate:
(Select equipment as appropriate for students occupational outcome).

19.01 Pleater.

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19.02 Binding machine.
19.03 Button machine.
19.04 Buttonhole machine.
19.05 Serger.
19.06 Blindstitch machine.
19.07 Straight stitch machine.

OPTIONAL

19.08 Ruffler.
19.09 Chain stitch machine.
19.10 Hole puncher.
19.11 Cutting machine.
19.12 Elastic hemmer.
19.13 Elastic machine.
19.14 Hook and eye machine.
19.15 Bar-tack.
19.16 Zig-zag machine.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8506310
Course Title: Fashion Production 1
Course Credit: 1

COURSE DESCRIPTION:

This course was developed as the first part of the core. Students will develop competence in employment opportunities; basic skills; leadership and organizational skills; selection, usage and care of tools, equipment and supplies; textile characteristics and care; safety procedures; operation and maintainence of a conventional sewing machine; employability skills and garment construction.

01.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the garment industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for apparel producation occupations.
01.04 Identify duties and responsibilities in apparel prodution occupations.
01.05 Identify ways to achieve job advancement in the garment industry.
01.06 Identify career options in garment making, such as entrepreneurship.
01.07 Analyze current trends as they may affect the future of the industry.

02.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN APPAREL PRODUCTION--The student will be able to:

02.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
02.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.03 Identify the scientific knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
02.05 Demonstrate communication competencies necessary to perform the occupation tasks.
02.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

03.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

03.01 Identify professional and youth organizations.

03.02 Identify purposes and functions of professional and youth organizations.
03.03 Identify roles and responsibilities of members.
03.04 Demonstrate cooperation as a group member in achieving organizational goals.
03.05 Demonstrate confidence in leadership roles and organizational responsibilities.

04.0 SELECT, USE AND CARE OF TOOLS, EQUIPMENT AND SUPPLIES--The student will be able to:

04.01 Demonstrate the selection and use of shears, rotary, cutter and other high-tech cutting equipment.
04.02 Demonstrate the selection and use of machine maintenance equipment.
04.03 Demonstrate the use of measuring tools.
04.04 Demonstrate the use of pressing equipment.

05.0 IDENTIFY TEXTILE CHARACTERISTICS AND CARE--The student will be able to:

05.01 Identify fiber characteristics.
05.02 Identify types of fabric construction.
05.03 Identify types of fabric finishes.
05.04 Identify types of textiles.
05.05 Identify laws and regulations governing the textile industry including labeling laws.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8506320
Course Title: Fashion Production 2
Course Credit: 1

COURSE DESCRIPTION:

Students will develop competence in safety procedures; conventional sewing machine operation and maintainence; employability skills and garment construction.

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SEAMSTRESS - Industry Title

06.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

06.01 Demonstrate safety procedures in using sewing machines and home sergers.
06.02 Demonstrate safety procedures in using pressing equipment.
06.03 Demonstrate safety procedures in using small hand tools.
06.04 Demonstrate workroom safety procedures.

07.0 OPERATE AND MAINTAIN A CONVENTIONAL SEWING MACHINE--The student will be able to:

07.01 Demonstrate needle insertion, picking the right size for the fabric.
07.02 Demonstrate threading the sewing machine.
07.03 Demonstrate bobbin winding the threading in case, inserting it correctly into the stitching.
07.04 Demonstrate straight stitching.
07.05 Demonstrate stitch length and width selection.
07.06 Identify and demonstrate utility and decorative stitches.
07.07 Demonstrate tension adjustment.
07.08 Demonstrate cleaning and lubricating the machine.
07.09 Demonstrate light bulb replacement.

08.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

08.01 Conduct a job search.
08.02 Secure information about a job.
08.03 Identify documents that may be required when applying for a job.
08.04 Complete a job application form correctly.
08.05 Demonstrate competence in job interview techniques.
08.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
08.07 Identify acceptable work habits.
08.08 Demonstrate knowledge of how to make job changes appropriately.
08.09 Demonstrate acceptable employee health habits.

08.10 Demonstrate customer relations skills.
08.11 Develop and write a resume.

09.0 DEMONSTRATE SKILL IN CONSTRUCTION OF SIMPLE GARMENTS--The student will be able to:

09.01 Interpret verbal, written, and visual directions.
09.02 Prepare fabric and alter patterns.
09.03 Lay out, pin, cut, and mark fabric.
09.04 Demonstrate stay stitching and ease stitching.
09.05 Demonstrate stitching darts and tucks.
09.06 Identify and match garment pieces using markings, and stitch.
09.07 Demonstrate correct pressing techniques.
09.08 Demonstrate casing and elastic installation.
09.09 Demonstrate machine hemming.

10.0 OPERATE AND MAINTAIN A HOME SERGER--The student will be able to:

10.01 Identify types of sergers and their characteristics.
10.02 Demonstrate threading.
10.03 Demonstrate tension setting.
10.04 Demonstrate cleaning and care of the serger.
10.05 Demonstrate a rolled hem, flat lock, and pin tucking.
10.06 Demonstrate replacing knives, needles, and light bulbs.
10.07 Demonstrate constructing a garment using the serger.

11.0 DEMONSTRATE INTERMEDIATE CONSTRUCTION TECHNIQUES MAKING ONE OR MORE GARMENTS--The student will be able to:

11.01 Differentiate among the kinds of textiles.
11.02 Choose a pattern for the correct figure type and make necessary alterations.
11.03 Apply fusible and nonfusible interfacing.
11.04 Apply shaped facings.
11.05 Apply zippers.
11.06 Demonstrate understitching.
11.07 Apply waistbands and cuffs.
11.08 Make machine buttonholes.
11.09 Make and attach collars.
11.10 Set in sleeve.
11.11 Put in side seam pockets; make and apply patch pockets.
11.12 Demonstrate hand hemming.
11.13 Demonstrate the creative reuse of garments and textiles.

12.0 DEMONSTRATE AND UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

12.01 Define entrepreneurship.
12.02 Describe the importance of entrepreneurship to the American economy.
12.03 List the advantages and disadvantages of business.
12.04 Identify the risks involved in ownership of a business.
12.05 Identify the necessary personal characteristics of a successful entrepreneur.

12.06 Identify the business skills needed to operate a small business efficiently and effectively.

12.07 Describe the responsibilities of the employer to support the business or industry.

13.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING SCHOOL, WORK, AND FAMILY--The student will be able to:

13.01 Define realistic expectations and/or goals for balancing school, work, and family.

13.02 Identify available resources that can support school, work, and family decisions.

13.03 Demonstrate networking with support systems, including family and community agencies.

13.04 Describe ways of reduction stress in dual role lifestyles.

13.05 Apply the decision-making process to a specific problem related to balancing school, work, and family.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8506330
Course Title: Fashion Production 3
Course Credit: 1

COURSE DESCRIPTION:

Students will develop competence in employment opportunities; power machine operation; safety procedures; material selection and preparation; hand tools, supplies, specialized equipment usage and selection.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
POWER MACHINE OPERATOR - Industry Title

14.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

14.01 Identify employment opportunities as a power machine operator.
14.02 Identify qualifications and training requirements for power machine operators and high-tech operators.
14.03 Identify opportunities in the monogramming and high-tech machine operator fields.

15.0 OPERATE AND MAINTAIN POWER SEWING MACHINE--The student will be able to:

15.01 Thread the machine.
15.02 Install and thread needle.
15.03 Adjust needle bar.
15.04 Remove and replace bobbin case.
15.05 Adjust bobbin winder.
15.06 Select stitch length and width.
15.07 Adjust and control foot pedal.
15.08 Adjust tension.
15.09 Adjust knee lift.
15.10 Select proper chair.
15.11 Feed fabric into machine.
15.12 Ease in fullness.
15.13 Measure with gauge(s).
15.14 Clean and oil machine.
15.15 Remove throat plate and clean hook.
15.16 Remove throat plate and clean feed dog.
15.17 Select and install feet.
15.18 Select and replace light bulbs or fuses.

16.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

16.01 Demonstrate safety procedures using power sewing, cutting,and specialty machines.
16.02 Demonstrate safety procedures maintaining, cleaning, and repairing power machines.

16.03 Demonstrate safety procedures for using computerized monogram machine and data stitch punching system.

17.0 SELECT AND PREPARE MATERIALS--The student will be able to:

17.01 Identify and match pattern pieces.
17.02 Read and interpret instructions.
17.03 Identify fabric content.
17.04 Lay out fabrics.
17.05 Match grain lines of fabric and patterns.
17.06 Match plaids, stripes and one-way designs.
17.07 Match patterns or garments to work tickets.
17.08 Mark and cut using special tables and cutting equipment.
17.09 Line up notches, dots, or clips.
17.10 Mark for assembly.
17.11 Mark for trims.
17.12 Match thread with fabric.
17.13 Separate and bundle garments.
17.14 Interpret work tickets.
17.15 Stitch on woven, stretch, or specialty fabrics.

18.0 SELECT AND USE HAND TOOLS AND SUPPLIES--The student will be able to:

18.01 Select and use scissors.
18.02 Select and use tweezers.
18.03 Select and use screwdrivers.
18.04 Select and use staple gun.
18.05 Select and use hammer.
18.06 Select and use wrenches.
18.07 Select and use fabric stretcher.
18.08 Select and use tack puller.
18.09 Select and use hand turner.
18.10 Select and use measuring instruments.
18.11 Select and use pins.
18.12 Select and use markers.
18.13 Select and install needles.
18.14 Select and thread bobbin cases.
18.15 Select and use content label(s).

19.0 SELECT AND USE SPECIALIZED EQUIPMENT TO CONSTRUCT INTERMEDIATE/ADVANCED GARMENT(S)--The student will be able to operate:
(Select equipment as appropriate for students occupational outcome).

19.01 Pleater.
19.02 Binding machine.
19.03 Button machine.
19.04 Buttonhole machine.
19.05 Serger.
19.06 Blindstitch machine.
19.07 Straight stitch machine.

OPTIONAL

19.08 Ruffler.

19.09 Chain stitch machine.
19.10 Hole puncher.
19.11 Cutting machine.
19.12 Elastic hemmer.
19.13 Elastic machine.
19.14 Hook and eye machine.
19.15 Bar-tack.
19.16 Zig-zag machine.

July 1997

Florida Department of Education
INTENDED OUTCOMES

Program Title: **Alterationist**

	Secondary	PSAV
Program Numbers:	**8506400**	**V200307**
CIP Number:	0420.030501	0420.030501
Grade Level:	9-12, 30, 31	30, 31
Length:	5 Credits	750 Hours
Certification:	VOC HME EC @4	VOC HME EC @2 @4
	APPRL MFG ¢7	APPRL MFG @7 G
	HOME EC 1 @2	HOME EC 1 @2
	GEN HME EC @4	GEN HME EC @2 @4
	HME EC OCC ¢7	HME EC OCC @7 G
	TAILORING ¢7	TAILORING @7 G
	HOMEMAKING @2 ¢7	HOMEMAKING @2 @7 G
Basic Skills		
Math		9
Language		9
Reading		9

INTENDED OUTCOMES: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SEAMSTRESS - Industry Title

Fashion Production 1 (CORE)

01.0 Identify employment opportunities.
02.0 Demonstrate appropriate basic skills essential to working in fashion production.
03.0 Demonstrate leadership and organizational skills.
04.0 Select, use and care for tools, equipment, and supplies.
05.0 Identify textile characteristics and care.

Fashion Production 2 (CORE)

06.0 Identify and practice safety procedures.
07.0 Operate and maintain a conventional sewing machine.
08.0 Demonstrate employability skills.
09.0 Demonstrate skill in construction of simple garments.
10.0 Operate and maintain a home serger.
11.0 Demonstrate intermediate construction techniques making one or more garments.
12.0 Demonstrate an understanding of entrepreneurship.
13.0 Demonstrate an awareness of the responsibilities associated with balancing school, work, and family.

OCCUPATIONAL COMPLETION POINT - DATA CODE B

POWER MACHINE OPERATOR - Industry Title

Fashion Production 3 (CORE)

14.0 Identify employment opportunities.
15.0 Operate and maintain power sewing machines.
16.0 Identify and practice safety procedures.
17.0 Select and prepare materials.
18.0 Select and use hand tools and supplies.
19.0 Select and use specialized equipment to construct intermediate/advanced garment(s).

OCCUPATIONAL COMPLETION POINT - DATA CODE C

ALTERATIONIST - Industry Title

Alterationist 4

20.0 Identify employment opportunities.
21.0 Recognize components of the garment industry.
22.0 Operate and maintain domestic sewing machines.
23.0 Identify textile qualities and types.
24.0 Demonstrate commercial sewing skills.
25.0 Alter garments.
26.0 Repair clothing.

Occupational Completion Point - Data Code D

ALTERATIONIST FOR FINE OR TAILORED CLOTHES - Industry Title

Alterationist 5

27.0 Demonstrate garment fitting techniques.
28.0 Demonstrate garment alteration.
29.0 Demonstrate clothing repair.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Alterationist
Secondary Number: 8506400
Postsecondary Number: V200307

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SEAMSTRESS - Industry Title

Fashion Production 1

01.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the garment industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for apparel production occupations.
01.04 Identify duties and responsibilities in apparel production occupations.
01.05 Identify ways to achieve job advancement in the garment industry.
01.06 Identify career options in garment making, such as entrepreneurship.
01.07 Analyze current trends as they may affect the future of the industry.

02.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN APPAREL PRODUCTION--The student will be able to:

02.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
02.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.03 Identify the scientific knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
02.05 Demonstrate communication competencies necessary to perform the occupation tasks.
02.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

03.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

03.01 Identify professional and youth organizations.
03.02 Identify purposes and functions of professional and youth organizations.
03.03 Identify roles and responsibilities of members.
03.04 Demonstrate cooperation as a group member in achieving organizational goals.

03.05 Demonstrate confidence in leadership roles and organizational responsibilities.

04.0 USE, SELECT AND CARE OF TOOLS, EQUIPMENT AND SUPPLIES--The student will be able to:

04.01 Demonstrate the selection and use of shears, rotary, cutter and other high-tech cutting equipment.
04.02 Demonstrate the selection and use of machine maintenance equipment.
04.03 Demonstrate the use of measuring tools.
04.04 Demonstrate the use of pressing equipment.

05.0 IDENTIFY TEXTILE CHARACTERISTICS AND CARE--The student will be able to:

05.01 Identify fiber characteristics.
05.02 Identify types of fabric construction.
05.03 Identify types of fabric finishes.
05.04 Identify types of textiles.
05.05 Identify laws and regulations governing the textile industry including labeling laws.

Fashion Production 2 (CORE)

06.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

06.01 Demonstrate safety procedures in using sewing machines and home sergers.
06.02 Demonstrate safety procedures in using pressing equipment.
06.03 Demonstrate safety procedures in using small hand tools.
06.04 Demonstrate workroom safety procedures.

07.0 OPERATE AND MAINTAIN A CONVENTIONAL SEWING MACHINE--The student will be able to:

07.01 Demonstrate needle insertion, picking the right size for the fabric.
07.02 Demonstrate threading the sewing machine.
07.03 Demonstrate bobbin winding the threading in case, inserting it correctly into the stitching.
07.04 Demonstrate straight stitching.
07.05 Demonstrate stitch length and width selection.
07.06 Identify and demonstrate utility and decorative stitches.
07.07 Demonstrate tension adjustment.
07.08 Demonstrate cleaning and lubricating the machine.
07.09 Demonstrate light bulb replacement.

08.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

08.01 Conduct a job search.
08.02 Secure information about a job.
08.03 Identify documents that may be required when applying for a job.
08.04 Complete a job application form correctly.

08.05 Demonstrate competence in job interview techniques.
08.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
08.07 Identify acceptable work habits.
08.08 Demonstrate knowledge of how to make job changes appropriately.
08.09 Demonstrate acceptable employee health habits.
08.10 Demonstrate customer relations skills.
08.11 Develop and write a resume.

09.0 DEMONSTRATE SKILL IN CONSTRUCTION OF SIMPLE GARMENTS--The student will be able to:

09.01 Interpret verbal, written, and visual directions.
09.02 Prepare fabric and alter patterns.
09.03 Lay out, pin, cut, and mark fabric.
09.04 Demonstrate stay stitching and ease stitching.
09.05 Demonstrate stitching darts and tucks.
09.06 Identify and match garment pieces using markings, and stitch.
09.07 Demonstrate correct pressing techniques.
09.08 Demonstrate casing and elastic installation.
09.09 Demonstrate machine hemming.

10.0 OPERATE AND MAINTAIN A HOME SERGER--The student will be able to:

10.01 Identify types of sergers and their characteristics.
10.02 Demonstrate threading.
10.03 Demonstrate tension setting.
10.04 Demonstrate cleaning and care of the serger.
10.05 Demonstrate a rolled hem, flat-lock, and pin tucking.
10.06 Demonstrate replacing knives, needles, and light bulbs.
10.07 Demonstrate constructing a garment using the serger.

11.0 DEMONSTRATE INTERMEDIATE CONSTRUCTION TECHNIQUES MAKING ONE OR MORE GARMENTS--The student will be able to:

11.01 Differentiate among the kinds of textiles.
11.02 Choose a pattern for the correct figure type and make necessary alterations.
11.03 Apply fusible and nonfusible interfacing.
11.04 Apply shaped facings.
11.05 Apply zippers.
11.06 Demonstrate understitching.
11.07 Apply waistbands and cuffs.
11.08 Make machine buttonholes.
11.09 Make and attach collars.
11.10 Set in sleeve.
11.11 Put in side seam pockets; make and apply patch pockets.
11.12 Demonstrate hand hemming.
11.13 Demonstrate the creative reuse of garments and textiles.

12.0 DEMONSTRATE AND UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

12.01 Define entrepreneurship.

12.02 Describe the importance of entrepreneurship to the American economy.
12.03 List the advantages and disadvantages of business.
12.04 Identify the risks involved in ownership of a business.
12.05 Identify the necessary personal characteristics of a successful entrepreneur.
12.06 Identify the business skills needed to operate a small business efficiently and effectively.
12.07 Describe the responsibilities of the employer to support the business or industry.

13.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING SCHOOL, WORK, AND FAMILY--The student will be able to:

13.01 Define realistic expectations and/or goals for balancing school, work, and family.
13.02 Identify available resources that can support school, work, and family decisions.
13.03 Demonstrate networking with support systems, including family and community agencies.
13.04 Describe ways of reduction stress in dual role lifestyles.
13.05 Apply the decision-making process to a specific problem related to balancing school, work, and family.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
POWER MACHINE OPERATOR - Industry Title

Fashion Production 3 (Core)

14.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

14.01 Identify employment opportunities as a power machine operator.
14.02 Identify qualifications and training requirements for power machine operators and high-tech operators.
14.03 Identify opportunities in the monogramming and high-tech machine operator fields.

15.0 OPERATE AND MAINTAIN POWER SEWING MACHINE--The student will be able to:

15.01 Thread the machine.
15.02 Install and thread needle.
15.03 Adjust needle bar.
15.04 Remove and replace bobbin case.
15.05 Adjust bobbin winder.
15.06 Select stitch length and width.
15.07 Adjust and control foot pedal.
15.08 Adjust tension.
15.09 Adjust knee lift.
15.10 Select proper chair.
15.11 Feed fabric into machine.
15.12 Ease in fullness.
15.13 Measure with gauge(s).
15.14 Clean and oil machine.
15.15 Remove throat plate and clean hook.

15.16 Remove throat plate and clean feed dog.
15.17 Select and install feet.
15.18 Select and replace light bulbs or fuses.

16.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

16.01 Demonstrate safety procedures using power sewing, cutting, and specialty machines.
16.02 Demonstrate safety procedures maintaining, cleaning, and repairing power machines.
16.03 Demonstrate safety procedures for using computerized monogram machine and data stitch punching system.

17.0 SELECT AND PREPARE MATERIALS--The student will be able to:

17.01 Identify and match pattern pieces.
17.02 Read and interpret instructions.
17.03 Identify fabric content.
17.04 Lay out fabrics.
17.05 Match grain lines of fabric and patterns.
17.06 Match plaids, stripes and one-way designs.
17.07 Match patterns or garments to work tickets.
17.08 Mark and cut using special tables and cutting equipment.
17.09 Line up notches, dots, or clips.
17.10 Mark for assembly.
17.11 Mark for trims.
17.12 Match thread with fabric.
17.13 Separate and bundle garments.
17.14 Interpret work tickets.
17.15 Stitch on woven, stretch, or specialty fabrics.

18.0 SELECT AND USE HAND TOOLS AND SUPPLIES--The student will be able to:

18.01 Select and use scissors.
18.02 Select and use tweezers.
18.03 Select and use screwdrivers.
18.04 Select and use staple gun.
18.05 Select and use hammer.
18.06 Select and use wrenches.
18.07 Select and use fabric stretcher.
18.08 Select and use tack puller.
18.09 Select and use hand turner.
18.10 Select and use measuring instruments.
18.11 Select and use pins.
18.12 Select and use markers.
18.13 Select and install needles.
18.14 Select and thread bobbin cases.
18.15 Select and use content label(s).

19.0 SELECT AND USE SPECIALIZED EQUIPMENT--The student will be able to operate:

19.01 Pleater.
19.02 Binding machine.

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19.03 Button machine.
19.04 Buttonhole machine.
19.05 Serger.
19.06 Blindstitch machine.
19.07 Straight stitch machine.

OPTIONAL

19.08 Ruffler.
19.09 Chain stitch machine.
19.10 Hole puncher.
19.11 Cutting machine.
19.12 Elastic hemmer.
19.13 Elastic machine.
19.14 Hook and eye machine.
19.15 Bar-tack.
19.16 Zig-zag machine.
19.17 Bonis machine.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
ALTERATIONIST - Industry Title

Alterationist 4

20.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

20.01 Identify employment opportunities in women's, men's, and children's alterations.
20.02 Identify qualifications and training requirements for the clothing alterationist.

21.0 RECOGNIZE COMPONENTS OF THE GARMENT INDUSTRY--The student will be able to:

21.01 Identify programs of the trade.
21.02 Identify labels, designers, manufacturers and stores.
21.03 Define fashion terminology.
21.04 Identify sources of trade information.

22.0 OPERATE AND MAINTAIN DOMESTIC SEWING MACHINES--The student will be able to:

22.01 Identify the parts and functions of domestic sewing machines.
22.02 Install needle and thread machine.
22.03 Select, use, and care for tools and equipment.
22.04 Demonstrate safety procedures.
22.05 Thread bobbin.
22.06 Adjust needle bar.
22.07 Remove and replace bobbin case.
22.08 Adjust bobbin winder.
22.09 Select stitch length and width.
22.10 Adjust and control foot pedal.
22.11 Adjust tension.
22.12 Clean and oil machine.
22.13 Operate domestic sewing machines.

23.0 IDENTIFY TEXTILE QUALITIES AND TYPES--The student will be able to:

23.01 Identify fiber characteristics.
23.02 Identify types of fabric construction.
23.03 Identify types of fabric finishes.
23.04 Identify types of textiles.
23.05 Identify laws and regulations governing the textile industry.

24.0 DEMONSTRATE COMMERCIAL SEWING SKILLS--The student will be able to:

24.01 Remove stitches and ready-made garments without damaging fabric.
24.02 Perform basic hand stitches to include backstitch, half-backstitch, catch stitch, fell stitch, and button stitch.
24.03 Select machine stitch, stitch length, tension, needle and thread for use with various fabrics.
24.04 Construct and finish seams.
24.05 Stitch and clip (if necessary) straight, curved, and open darts.
24.06 Apply or reapply interfacing.
24.07 Demonstrate special sewing techniques for a variety of fabrics.

25.0 ALTER GARMENTS--The student will be able to:

25.01 Lengthen and shorten hems in pants, skirts, or dresses,
25.02 Remove the flare from pant legs.
25.03 Taper a skirt.
25.04 Convert tucks to gathers and add gathers.
25.05 Make casing and insert elastic in waistband.
25.06 Press altered areas.

26.0 CLOTHING REPAIR--The student will be able to:

26.01 Reinforce seams and buttonholes.
26.02 Replace zippers in various types of garments.

OCCUPATIONAL COMPLETION POINT - DATA CODE D
ALTERATIONIST FOR FINE OR TAILORED CLOTHES - Industry Title

Alterationist 5

27.0 DEMONSTRATE GARMENT FITTING AND TECHNIQUES--The student will be able to:

27.01 Identify common ready-to-wear sizes.
27.02 Identify characteristics of a properly fitted garment.
27.03 Take accurate body measurements.
27.04 Prepare alteration tags.
27.05 Pin-fit garments to a customer.
27.06 Chalk and baste a garment to fit a customer.
27.07 Mark and even a hemline.

28.0 DEMONSTRATE GARMENT ALTERATION--The student will be able to:

28.01 Add or remove shoulder pads.
28.02 Lengthen and decrease pants crotch.
28.03 Increase and decrease waist size of pants, skirts, and dresses.
28.04 Correct skirts, dresses, and pants for high hip or swayback.
28.05 Remove and add cuffs to pants.
28.06 Widen and narrow cuffs.
28.07 Shorten and lengthen bodices.
28.08 Increase and decrease bust on bodices.
28.09 Narrow shoulder lines on a bodice.
28.10 Redistribute ease in sleeve cap.
28.11 Add and remove sleeve cuffs.
28.12 Lengthen and narrow cuffs on pants and sleeves.
28.13 Shorten wristlets on knitted sleeves.
28.14 Reshape trouser legs.
28.15 Taper men's shirts.
28.16 Miter hem corners, including seamed metered corner and hand whipped miter.
28.17 Add and remove tucks, pleats, and darts.
28.18 Increase and decrease the width of pleats.
28.19 Alter closures and fasteners, such as: buttons, zippers, snaps, thread loops, and hooks and eyes.
28.20 Add, remove, lengthen, and shorten belt loops.
28.21 Lengthen and shorten belts.
28.22 Add and remove pockets.
28.23 Alter size of pocket.
28.24 Add trim to a garment.

29.0 DEMONSTRATE CLOTHING REPAIR--The student will be able to:

29.01 Apply patches to holes or rips in knit or woven fabrics.
29.02 Turn cuffs.
29.03 Re-cover a buckle.
29.04 Repair frayed parts of garments, such as: cuffs, collars, and seams.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8506310
Course Title: Fashion Production 1
Course Credit: 1

COURSE DESCRIPTION:

This course was developed as the first part of the core. Students will develop competence in employment opportunities; basic skills; leadership and organizational skills; selection, usage and care of tools, equipment and supplies; textile characteristics and care; safety procedures; operation and maintainence of a conventional sewing machine; employability skills and garment construction.

01.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the garment industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for apparel producation occupations.
01.04 Identify duties and responsibilities in apparel prodution occupations.
01.05 Identify ways to achieve job advancement in the garment industry.
01.06 Identify career options in garment making, such as entrepreneurship.
01.07 Analyze current trends as they may affect the future of the industry.

02.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN APPAREL PRODUCTION--The student will be able to:

02.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
02.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.03 Identify the scientific knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
02.05 Demonstrate communication competencies necessary to perform the occupation tasks.
02.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

03.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

03.01 Identify professional and youth organizations.

03.02 Identify purposes and functions of professional and youth organizations.
03.03 Identify roles and responsibilities of members.
03.04 Demonstrate cooperation as a group member in achieving organizational goals.
03.05 Demonstrate confidence in leadership roles and organizational responsibilities.

04.0 SELECT, USE AND CARE OF TOOLS, EQUIPMENT AND SUPPLIES--The student will be able to:

04.01 Demonstrate the selection and use of shears, rotary, cutter and other high-tech cutting equipment.
04.02 Demonstrate the selection and use of machine maintenance equipment.
04.03 Demonstrate the use of measuring tools.
04.04 Demonstrate the use of pressing equipment.

05.0 IDENTIFY TEXTILE CHARACTERISTICS AND CARE--The student will be able to:

05.01 Identify fiber characteristics.
05.02 Identify types of fabric construction.
05.03 Identify types of fabric finishes.
05.04 Identify types of textiles.
05.05 Identify laws and regulations governing the textile industry including labeling laws.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8506320
Course Title: Fashion Production 2
Course Credit: 1

COURSE DESCRIPTION:

Students will develop competence in safety procedures; conventional sewing machine operation and maintainence; employability skills and garment construction.

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SEAMSTRESS - Industry Title

06.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

06.01 Demonstrate safety procedures in using sewing machines and home sergers.
06.02 Demonstrate safety procedures in using pressing equipment.
06.03 Demonstrate safety procedures in using small hand tools.
06.04 Demonstrate workroom safety procedures.

07.0 OPERATE AND MAINTAIN A CONVENTIONAL SEWING MACHINE--The student will be able to:

07.01 Demonstrate needle insertion, picking the right size for the fabric.
07.02 Demonstrate threading the sewing machine.
07.03 Demonstrate bobbin winding the threading in case, inserting it correctly into the stitching.
07.04 Demonstrate straight stitching.
07.05 Demonstrate stitch length and width selection.
07.06 Identify and demonstrate utility and decorative stitches.
07.07 Demonstrate tension adjustment.
07.08 Demonstrate cleaning and lubricating the machine.
07.09 Demonstrate light bulb replacement.

08.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

08.01 Conduct a job search.
08.02 Secure information about a job.
08.03 Identify documents that may be required when applying for a job.
08.04 Complete a job application form correctly.
08.05 Demonstrate competence in job interview techniques.
08.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
08.07 Identify acceptable work habits.
08.08 Demonstrate knowledge of how to make job changes appropriately.
08.09 Demonstrate acceptable employee health habits.

08.10 Demonstrate customer relations skills.
08.11 Develop and write a resume.

09.0 DEMONSTRATE SKILL IN CONSTRUCTION OF SIMPLE GARMENTS--The student will be able to:

09.01 Interpret verbal, written, and visual directions.
09.02 Prepare fabric and alter patterns.
09.03 Lay out, pin, cut, and mark fabric.
09.04 Demonstrate stay stitching and ease stitching.
09.05 Demonstrate stitching darts and tucks.
09.06 Identify and match garment pieces using markings, and stitch.
09.07 Demonstrate correct pressing techniques.
09.08 Demonstrate casing and elastic installation.
09.09 Demonstrate machine hemming.

10.0 OPERATE AND MAINTAIN A HOME SERGER--The student will be able to:

10.01 Identify types of sergers and their characteristics.
10.02 Demonstrate threading.
10.03 Demonstrate tension setting.
10.04 Demonstrate cleaning and care of the serger.
10.05 Demonstrate a rolled hem, flat lock, and pin tucking.
10.06 Demonstrate replacing knives, needles, and light bulbs.
10.07 Demonstrate constructing a garment using the serger.

11.0 DEMONSTRATE INTERMEDIATE CONSTRUCTION TECHNIQUES MAKING ONE OR MORE GARMENTS--The student will be able to:

11.01 Differentiate among the kinds of textiles.
11.02 Choose a pattern for the correct figure type and make necessary alterations.
11.03 Apply fusible and nonfusible interfacing.
11.04 Apply shaped facings.
11.05 Apply zippers.
11.06 Demonstrate understitching.
11.07 Apply waistbands and cuffs.
11.08 Make machine buttonholes.
11.09 Make and attach collars.
11.10 Set in sleeve.
11.11 Put in side seam pockets; make and apply patch pockets.
11.12 Demonstrate hand hemming.
11.13 Demonstrate the creative reuse of garments and textiles.

12.0 DEMONSTRATE AND UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

12.01 Define entrepreneurship.
12.02 Describe the importance of entrepreneurship to the American economy.
12.03 List the advantages and disadvantages of business.
12.04 Identify the risks involved in ownership of a business.
12.05 Identify the necessary personal characteristics of a successful entrepreneur.

12.06 Identify the business skills needed to operate a small business efficiently and effectively.
12.07 Describe the responsibilities of the employer to support the business or industry.

13.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING SCHOOL, WORK, AND FAMILY--The student will be able to:

13.01 Define realistic expectations and/or goals for balancing school, work, and family.
13.02 Identify available resources that can support school, work, and family decisions.
13.03 Demonstrate networking with support systems, including family and community agencies.
13.04 Describe ways of reduction stress in dual role lifestyles.
13.05 Apply the decision-making process to a specific problem related to balancing school, work, and family.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8506330
Course Title: Fashion Production 3
Course Credit: 1

COURSE DESCRIPTION:

Students will develop competence in employment opportunities; power machine operation; safety procedures; material selection and preparation; hand tools, supplies, specialized equipment usage and selection.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
POWER MACHINE OPERATOR - Industry Title

14.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

14.01 Identify employment opportunities as a power machine operator.
14.02 Identify qualifications and training requirements for power machine operators and high-tech operators.
14.03 Identify opportunities in the monogramming and high-tech machine operator fields.

15.0 OPERATE AND MAINTAIN POWER SEWING MACHINE--The student will be able to:

15.01 Thread the machine.
15.02 Install and thread needle.
15.03 Adjust needle bar.
15.04 Remove and replace bobbin case.
15.05 Adjust bobbin winder.
15.06 Select stitch length and width.
15.07 Adjust and control foot pedal.
15.08 Adjust tension.
15.09 Adjust knee lift.
15.10 Select proper chair.
15.11 Feed fabric into machine.
15.12 Ease in fullness.
15.13 Measure with gauge(s).
15.14 Clean and oil machine.
15.15 Remove throat plate and clean hook.
15.16 Remove throat plate and clean feed dog.
15.17 Select and install feet.
15.18 Select and replace light bulbs or fuses.

16.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

16.01 Demonstrate safety procedures using power sewing, cutting,and specialty machines.
16.02 Demonstrate safety procedures maintaining, cleaning, and repairing power machines.

16.03 Demonstrate safety procedures for using computerized monogram machine and data stitch punching system.

17.0 SELECT AND PREPARE MATERIALS--The student will be able to:

17.01 Identify and match pattern pieces.
17.02 Read and interpret instructions.
17.03 Identify fabric content.
17.04 Lay out fabrics.
17.05 Match grain lines of fabric and patterns.
17.06 Match plaids, stripes and one-way designs.
17.07 Match patterns or garments to work tickets.
17.08 Mark and cut using special tables and cutting equipment.
17.09 Line up notches, dots, or clips.
17.10 Mark for assembly.
17.11 Mark for trims.
17.12 Match thread with fabric.
17.13 Separate and bundle garments.
17.14 Interpret work tickets.
17.15 Stitch on woven, stretch, or specialty fabrics.

18.0 SELECT AND USE HAND TOOLS AND SUPPLIES--The student will be able to:

18.01 Select and use scissors.
18.02 Select and use tweezers.
18.03 Select and use screwdrivers.
18.04 Select and use staple gun.
18.05 Select and use hammer.
18.06 Select and use wrenches.
18.07 Select and use fabric stretcher.
18.08 Select and use tack puller.
18.09 Select and use hand turner.
18.10 Select and use measuring instruments.
18.11 Select and use pins.
18.12 Select and use markers.
18.13 Select and install needles.
18.14 Select and thread bobbin cases.
18.15 Select and use content label(s).

19.0 SELECT AND USE SPECIALIZED EQUIPMENT TO CONSTRUCT INTERMEDIATE/ADVANCED GARMENT(S)--The student will be able to operate:
(Select equipment as appropriate for students occupational outcome).

19.01 Pleater.
19.02 Binding machine.
19.03 Button machine.
19.04 Buttonhole machine.
19.05 Serger.
19.06 Blindstitch machine.
19.07 Straight stitch machine.

OPTIONAL

19.08 Ruffler.

19.09 Chain stitch machine.
19.10 Hole puncher.
19.11 Cutting machine.
19.12 Elastic hemmer.
19.13 Elastic machine.
19.14 Hook and eye machine.
19.15 Bar-tack.
19.16 Zig-zag machine.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8506410
Course Title: Alterationist 4
Course Credit: 1

COURSE DESCRIPTION:

Students will develop competence in employment opportunities; garment industry components; operation and maintainenece of domestic sewing machines; textile qualities; commercial sewing skills; garment alteration and clothing repair.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
ALTERATIONIST - Industry Title

20.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

20.01 Identify employment opportunities in women's, men's, and children's alterations.
20.02 Identify qualifications and training requirements for the clothing alterationist.

21.0 RECOGNIZE COMPONENTS OF THE GARMENT INDUSTRY--The student will be able to:

21.01 Identify programs of the trade.
21.02 Identify labels, designers, manufacturers and stores.
21.03 Define fashion terminology.
21.04 Identify sources of trade information.

22.0 OPERATE AND MAINTAIN DOMESTIC SEWING MACHINES--The student will be able to:

22.01 Identify the parts and functions of domestic sewing machines.
22.02 Install needle and thread machine.
22.03 Select, use, and care for tools and equipment.
22.04 Demonstrate safety procedures.
22.05 Thread bobbin.
22.06 Adjust needle bar.
22.07 Remove and replace bobbin case.
22.08 Adjust bobbin winder.
22.09 Select stitch length and width.
22.10 Adjust and control foot pedal.
22.11 Adjust tension.
22.12 Clean and oil machine.
22.13 Operate domestic sewing machines.

23.0 IDENTIFY TEXTILE QUALITIES AND TYPES--The student will be able to:

23.01 Identify fiber characteristics.
23.02 Identify types of fabric construction.

23.03 Identify types of fabric finishes.
23.04 Identify types of textiles.
23.05 Identify laws and regulations governing the textile industry.

24.0 DEMONSTRATE COMMERCIAL SEWING SKILLS--The student will be able to:

24.01 Remove stitches and ready-made garments without damaging fabric.
24.02 Perform basic hand stitches to include backstitch, half-backstitch, catch stitch, fell stitch, and button stitch.
24.03 Select machine stitch, stitch length, tension, needle and thread for use with various fabrics.
24.04 Construct and finish seams.
24.05 Stitch and clip (if necessary) straight, curved, and open darts.
24.06 Apply or reapply interfacing.
24.07 Demonstrate special sewing techniques for a variety of fabrics.

25.0 ALTER GARMENTS--The student will be able to:

25.01 Lengthen and shorten hems in pants, skirts, or dresses,
25.02 Remove the flare from pant legs.
25.03 Taper a skirt.
25.04 Convert tucks to gathers and add gathers.
25.05 Make casing and insert elastic in waistband.
25.06 Press altered areas.

26.0 CLOTHING REPAIR--The student will be able to:

26.01 Reinforce seams and buttonholes.
26.02 Replace zippers in various types of garments.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8506420
Course Title: Alterationist 5
Course Credit: 1

COURSE DESCRIPTION:

Students will develop competence in garment fitting techniques; garment alteration and clothing repair.

OCCUPATIONAL COMPLETION POINT - DATA CODE D
ALTERATIONIST FOR FINE OR TAILORED CLOTHES - Industry Title

27.0 DEMONSTRATE GARMENT FITTING TECHNIQUES--The student will be able to:

27.01 Identify common ready-to-wear sizes.
27.02 Identify characteristics of a properly fitted garment.
27.03 Take accurate body measurements.
27.04 Prepare alteration tags.
27.05 Pin-fit garments to a customer.
27.06 Chalk and baste a garment to fit a customer.
27.07 Mark and even a hemline.

28.0 DEMONSTRATE GARMENT ALTERATION--The student will be able to:

28.01 Add or remove shoulder pads.
28.01 Lengthen and decrease pants crotch.
28.03 Increase and decrease waist size of pants, skirts, and dresses.
28.04 Correct skirts, dresses, and pants for high hip or swayback.
28.05 Remove and add cuffs to pants.
28.06 Widen and narrow cuffs.
28.07 Shorten and lengthen bodices.
28.08 Increase and decrease bust on bodices.
28.09 Narrow shoulder lines on a bodice.
28.10 Redistribute ease in sleeve cap.
28.11 Add and remove sleeve cuffs.
28.12 Lengthen and narrow cuffs on pants and sleeves.
28.13 Shorten wristlets on knitted sleeves.
28.14 Reshape trouser legs.
28.15 Taper men's shirts.
28.16 Miter hem corners, including seamed metered corner and hand whipped miter.
28.17 Add and remove tucks, pleats, and darts.
28.18 Increase and decrease the width of pleats.
28.19 Alter closures and fasteners, such as: buttons, zippers, snaps, thread loops, and hooks and eyes.
28.20 Add, remove, lengthen, and shorten belt loops.
28.21 Lengthen and shorten belts.
28.22 Add and remove pockets.
28.23 Alter size of pocket.

28.24 Add trim to a garment.

29.0 DEMONSTRATE CLOTHING REPAIR--The student will be able to:

29.01 Apply patches to holes or rips in knit or woven fabrics.
29.02 Turn cuffs.
29.03 Re-cover a buckle.
29.04 Repair frayed parts of garments, such as: cuffs, collars, and seams.

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Florida Department of Education
INTENDED OUTCOMES

Program Title: **Custom Garment Making**

	Secondary	PSAV
Program Numbers:	**8506500**	**V200313**
CIP Number:	0420.030404	0420.030404
Grade Level:	9-12, 30, 31	30, 31
Length:	6 Credits	900 Hours
Certification:	VOC HME EC @4	VOC HME EC @4 @2
	TAILORING ¢7	TAILORING @7 G
	HOME EC 1 @2	GEN HME EC @4 @2
	HME EC OCC ¢7	HME EC OCC @7 G
	APPRL MFG ¢7	APPRL MFG @7 G
	GEN HME EC @4	HOMEMAKING @2 @7 G
	HOMEMAKING @2 ¢7	HOME EC 1 @2
Basic Skills		
Math		9
Language		9
Reading		9

INTENDED OUTCOMES: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SEAMSTRESS - Industry Title

Fashion Production 1 (Core)

01.0 Identify employment opportunities.
02.0 Demonstrate appropriate basic skills essential to working in fashion production.
03.0 Demonstrate leadership and organizational skills.
04.0 Select, use and care for tools, equipment, and supplies.
05.0 Identify textile characteristics and care.

Fashion Production 2 (Core)

06.0 Identify and practice safety procedures.
07.0 Operate and maintain a conventional sewing machine.
08.0 Demonstrate employability skills.
09.0 Demonstrate skill in construction of simple garments.
10.0 Operate and maintain a home serger.
11.0 Demonstrate intermediate construction techniques making one or more garments.
12.0 Demonstrate an understanding of entrepreneurship.
13.0 Demonstrate an awareness of the responsibilities associated with balancing school, work, and family.

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OCCUPATIONAL COMPLETION POINT - DATA CODE B
POWER MACHINE OPERATOR - Industry Title

Fashion Production 3 (Core)

14.0 Identify employment opportunities.
15.0 Operate and maintain power sewing machines.
16.0 Identify and practice safety procedures.
17.0 Select and prepare materials.
18.0 Select and use hand tools and supplies.
19.0 Select and use specialized equipment to construct intermediate/advanced garment(s).

OCCUPATIONAL COMPLETION POINT - DATA CODE C
DRESS MAKER - DOT Code 785.361-010

Custom Garment Making 4,5,6

20.0 Identify employment opportunities.
21.0 Identify the characteristics of textiles.
22.0 Apply elements and principles of design.
23.0 Identify and practice safety procedures.
24.0 Select and use commercial patterns.
25.0 Demonstrate garment construction skills.
26.0 Manage resources.
27.0 Construct specialty garments.
28.0 Demonstrate appropriate basic skills essential for working in the fashion industry.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Custom Garment Making
Secondary Number: 8506500
Postsecondary Number: V200313

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SEAMSTRESS - Industry Title

Fashion Production 1 (CORE)

01.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the garment industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for apparel production occupations.
01.04 Identify duties and responsibilities in apparel production occupations.
01.05 Identify ways to achieve job advancement in the garment industry.
01.06 Identify career options in garment making, such as entrepreneurship.
01.07 Analyze current trends as they may affect the future of the industry.

02.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN APPAREL PRODUCTION--The student will be able to:

02.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
02.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.03 Identify the scientific knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
02.05 Demonstrate communication competencies necessary to perform the occupation tasks.
02.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

03.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

03.01 Identify professional and youth organizations.
03.02 Identify purposes and functions of professional and youth organizations.
03.03 Identify roles and responsibilities of members.
03.04 Demonstrate cooperation as a group member in achieving organizational goals.

03.05 Demonstrate confidence in leadership roles and organizational responsibilities.

04.0 USE, SELECT AND CARE OF TOOLS, EQUIPMENT AND SUPPLIES--The student will be able to:

04.01 Demonstrate the selection and use of shears, rotary, cutter and other high-tech cutting equipment.
04.02 Demonstrate the selection and use of machine maintenance equipment.
04.03 Demonstrate the use of measuring tools.
04.04 Demonstrate the use of pressing equipment.

05.0 IDENTIFY TEXTILE CHARACTERISTICS AND CARE--The student will be able to:

05.01 Identify fiber characteristics.
05.02 Identify types of fabric construction.
05.03 Identify types of fabric finishes.
05.04 Identify types of textiles.
05.05 Identify laws and regulations governing the textile industry including labeling laws.

FASHION PRODUCTION 2 (CORE)

06.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

06.01 Demonstrate safety procedures in using sewing machines and home sergers.
06.02 Demonstrate safety procedures in using pressing equipment.
06.03 Demonstrate safety procedures in using small hand tools.
06.04 Demonstrate workroom safety procedures.

07.0 OPERATE AND MAINTAIN A CONVENTIONAL SEWING MACHINE--The student will be able to:

07.01 Demonstrate needle insertion, picking the right size for the fabric.
07.02 Demonstrate threading the sewing machine.
07.03 Demonstrate bobbin winding the threading in case, inserting it correctly into the stitching.
07.04 Demonstrate straight stitching.
07.05 Demonstrate stitch length and width selection.
07.06 Identify and demonstrate utility and decorative stitches.
07.07 Demonstrate tension adjustment.
07.08 Demonstrate cleaning and lubricating the machine.
07.09 Demonstrate light bulb replacement.

08.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

08.01 Conduct a job search.
08.02 Secure information about a job.
08.03 Identify documents that may be required when applying for a job.
08.04 Complete a job application form correctly.

08.05 Demonstrate competence in job interview techniques.
08.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
08.07 Identify acceptable work habits.
08.08 Demonstrate knowledge of how to make job changes appropriately.
08.09 Demonstrate acceptable employee health habits.
08.10 Demonstrate customer relations skills.
08.11 Develop and write a resume.

09.0 DEMONSTRATE SKILL IN CONSTRUCTION OF SIMPLE GARMENTS--The student will be able to:

09.01 Interpret verbal, written, and visual directions.
09.02 Prepare fabric and alter patterns.
09.03 Lay out, pin, cut, and mark fabric.
09.04 Demonstrate stay stitching and ease stitching.
09.05 Demonstrate stitching darts and tucks.
09.06 Identify and match garment pieces using markings, and stitch.
09.07 Demonstrate correct pressing techniques.
09.08 Demonstrate casing and elastic installation.
09.09 Demonstrate machine hemming.

10.0 OPERATE AND MAINTAIN A HOME SERGER--The student will be able to:

10.01 Identify types of sergers and their characteristics.
10.02 Demonstrate threading.
10.03 Demonstrate tension setting.
10.04 Demonstrate cleaning and care of the serger.
10.05 Demonstrate a rolled hem, cf lock-lo, and pin tucking.
10.06 Demonstrate replacing knives, needles, and light bulbs.
10.07 Demonstrate constructing a garment using the serger.

11.0 DEMONSTRATE INTERMEDIATE CONSTRUCTION TECHNIQUES MAKING ONE OR MORE GARMENTS--The student will be able to:

11.01 Differentiate among the kinds of textiles.
11.02 Choose a pattern for the correct figure type and make necessary alterations.
11.03 Apply fusible and nonfusible interfacing.
11.04 Apply shaped facings.
11.05 Apply zippers.
11.06 Demonstrate understitching.
11.07 Apply waistbands and cuffs.
11.08 Make machine buttonholes.
11.09 Make and attach collars.
11.10 Set in sleeve.
11.11 Put in side seam pockets; make and apply patch pockets.
11.12 Demonstrate hand hemming.
11.13 Demonstrate the creative reuse of garments and textiles.

12.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

12.01 Define entrepreneurship.

12.02 Describe the importance of entrepreneurship to the American economy.
12.03 List the advantages and disadvantages of business.
12.04 Identify the risks involved in ownership of a business.
12.05 Identify the necessary personal characteristics of a successful entrepreneur.
12.06 Identify the business skills needed to operate a small business efficiently and effectively.
12.07 Describe the responsibilities of the employer to support the business or industry.

13.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING SCHOOL, WORK, AND FAMILY--The student will be able to:

13.01 Define realistic expectations and/or goals for balancing school, work, and family.
13.02 Identify available resources that can support school, work, and family decisions.
13.03 Demonstrate networking with support systems, including family and community agencies.
13.04 Describe ways of reduction stress in dual role lifestyles.
13.05 Apply the decision-making process to a specific problem related to balancing school, work, and family.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
POWER MACHINE OPERATOR - Industry Title

Fashion Production 3 (CORE)

14.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

14.01 Identify employment opportunities as a power machine operator.
14.02 Identify qualifications and training requirements for power machine operators and high-tech operators.
14.03 Identify opportunities in the monogramming and high-tech machine operator fields.

15.0 OPERATE AND MAINTAIN POWER SEWING MACHINE--The student will be able to:

15.01 Thread the machine.
15.02 Install and thread needle.
15.03 Adjust needle bar.
15.04 Remove and replace bobbin case.
15.05 Adjust bobbin winder.
15.06 Select stitch length and width.
15.07 Adjust and control foot pedal.
15.08 Adjust tension.
15.09 Adjust knee lift.
15.10 Select proper chair.
15.11 Feed fabric into machine.
15.12 Ease in fullness.
15.13 Measure with gauge(s).
15.14 Clean and oil machine.
15.15 Remove throat plate and clean hook.

15.16 Remove throat plate and clean feed dog.
15.17 Select and install feet.
15.18 Select and replace light bulbs or fuses.

16.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

16.01 Demonstrate safety procedures using power sewing, cutting, and specialty machines.

16.02 Demonstrate safety procedures maintaining, cleaning, and repairing power machines.
16.03 Demonstrate safety procedures for using computerized monogram machine and data stitch punching system.

17.0 SELECT AND PREPARE MATERIALS--The student will be able to:

17.01 Identify and match pattern pieces.
17.02 Read and interpret instructions.
17.03 Identify fabric content.
17.04 Lay out fabrics.
17.05 Match grain lines of fabric and patterns.
17.06 Match plaids, stripes and one-way designs.
17.07 Match patterns or garments to work tickets.
17.08 Mark and cut using special tables and cutting equipment.
17.09 Line up notches, dots, or clips.
17.10 Mark for assembly.
17.11 Mark for trims.
17.12 Match thread with fabric.
17.13 Separate and bundle garments.
17.14 Interpret work tickets.
17.15 Stitch on woven, stretch, or specialty fabrics.

18.0 SELECT AND USE HAND TOOLS AND SUPPLIES--The student will be able to:

18.01 Select and use scissors.
18.02 Select and use tweezers.
18.03 Select and use screwdrivers.
18.04 Select and use staple gun.
18.05 Select and use hammer.
18.06 Select and use wrenches.
18.07 Select and use fabric stretcher.
18.08 Select and use tack puller.
18.09 Select and use hand turner.
18.10 Select and use measuring instruments.
18.11 Select and use pins.
18.12 Select and use markers.
18.13 Select and install needles.
18.14 Select and thread bobbin cases.
18.15 Select and use content label(s).

19.0 SELECT AND USE SPECIALIZED EQUIPMENT--The student will be able to operate:

19.01 Pleater.

19.02 Binding machine.
19.03 Button machine.
19.04 Buttonhole machine.
19.05 Serger.
19.06 Blindstitch machine.
19.07 Straight stitch machine.

OPTIONAL

19.08 Ruffler.
19.09 Chain stitch machine.
19.10 Hole puncher.
19.11 Cutting machine.
19.12 Elastic hemmer.
19.13 Elastic machine.
19.14 Hook and eye machine.
19.15 Bar-tack.
19.16 Zig-zag machine.
19.17 Bonis machine.

OCCUPATIONAL COMPLETION POINT - DATA CODE C

DRESS/COSTUME MAKER - DOT Code 785.361-010

Custom Garment Making 4,5,6

20.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

20.01 Identify employment opportunities in women's, men's and children's custom garment making.
20.02 Identify qualifications and training requirements for the custom garment maker.

21.0 IDENTIFY THE CHARACTERISTICS OF TEXTILES--The student will be able to:

21.01 Identify fiber characteristics in a variety of textiles.
21.02 Identify fabrics used in textiles.
21.03 Identify fabric finishes and care instructions.
21.04 Identify mandatory textile laws.

22.0 APPLY ELEMENTS AND PRINCIPLES OF DESIGN--The student will be able to:

22.01 Identify elements and principles of design.
22.02 Demonstrate the use of design for specific figure types.

23.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

23.01 Demonstrate safety procedures in using sewing machines and home sergers.
23.02 Demonstrate safety procedures in using pressing equipment.
23.03 Demonstrate safety procedures in using small hand tools.
23.04 Demonstrate workroom safety procedures.

24.0 SELECT AND USE COMMERCIAL PATTERNS--The student will be able to:

24.01 Use body measurements in selecting a pattern for various figure types.
24.02 Interpret patten envelop information.
24.03 Interpret patten symbols and guide sheet information.
24.04 Alter patterns according to body measurements.

25.0 DEMONSTRATE GARMENT CONSTRUCTION SKILLS--The student will be able to:

25.01 Identify and use sewing notions.
25.02 Demonstrate fabric preparation.
25.03 Demonstrate lay out.
25.04 Cut out pattern and fabric.
25.05 Demonstrate pattern markings transfer.
25.06 Construct a simple garment.
25.07 Apply time and motion techniques.
25.08 Demonstrate garment alteration.
25.09 Apply finishing techniques.
25.10 Apply interfacing.
25.11 Construct pleats.
25.12 Construct tucks.
25.13 Construct gathers.
25.14 Construct seam finishes.
25.15 Construct pockets.
25.16 Construct and apply collars.
25.17 Construct and attach shaped facings.
25.18 Construct set-in sleeves.
25.19 Construct and attach waistbands and cuffs.
25.20 Construct plackets.
25.21 Construct buttonholes.
25.22 Apply zippers.
25.23 Construct and apply linings.
25.24 Construct belts.
25.25 Apply fasteners.
25.26 Construct miter corners.
25.27 Construct hems.
25.28 Construct customized garments using natural and man-made fabrics.
25.29 Demonstrate assembly line techniques.

26.0 MANAGE RESOURCES--The student will be able to:

26.01 Maintain an inventory of materials and supplies.
26.02 Apply principles of management in effective use of time, money, energy, and space.

27.0 CONSTRUCT SPECIALTY GARMENTS--The student will be able to:

27.01 Match plaids and stripes.
27.02 Identify construction techniques for napped fabrics.
27.03 Demonstrate construction techniques for swimwear.
27.04 Demonstrate construction techniques for lingerie.
27.05 Construct specialty garments.
27.06 Demonstrate construction techniques for current fabrics.

27.07 Demonstrate construction techniques for evening wear.
27.08 Construct specialty garments.

28.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN CUSTOM GARMENT MAKING--The student will be able to:

28.01 Identify the mathematic knowledge, skills and competencies necessary to perform the occupation.
28.02 Identify the communication knowledge, skills, and competencies necessary to perform the occupation tasks.
28.03 Identify the scientific skills, knowledge, and competencies necessary to perform the occupation tasks.
28.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
28.05 Demonstrate communication competencies necessary to perform the occupation tasks.
28.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

Program: Custom Garment Making

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8506310
Course Title: Fashion Production 1
Course Credit: 1

COURSE DESCRIPTION:

This course was developed as the first part of the core. Students will develop competence in employment opportunities; basic skills; leadership and organizational skills; selection, usage and care of tools, equipment and supplies; textile characteristics and care; safety procedures; operation and maintainence of a conventional sewing machine; employability skills and garment construction.

01.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the garment industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for apparel producation occupations.
01.04 Identify duties and responsibilities in apparel prodution occupations.
01.05 Identify ways to achieve job advancement in the garment industry.
01.06 Identify career options in garment making, such as entrepreneurship.
01.07 Analyze current trends as they may affect the future of the industry.

02.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN APPAREL PRODUCTION--The student will be able to:

02.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
02.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.03 Identify the scientific knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
02.05 Demonstrate communication competencies necessary to perform the occupation tasks.
02.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

03.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

03.01 Identify professional and youth organizations.

03.02 Identify purposes and functions of professional and youth organizations.
03.03 Identify roles and responsibilities of members.
03.04 Demonstrate cooperation as a group member in achieving organizational goals.
03.05 Demonstrate confidence in leadership roles and organizational responsibilities.

04.0 SELECT, USE AND CARE OF TOOLS, EQUIPMENT AND SUPPLIES--The student will be able to:

04.01 Demonstrate the selection and use of shears, rotary, cutter and other high-tech cutting equipment.
04.02 Demonstrate the selection and use of machine maintenance equipment.
04.03 Demonstrate the use of measuring tools.
04.04 Demonstrate the use of pressing equipment.

05.0 IDENTIFY TEXTILE CHARACTERISTICS AND CARE--The student will be able to:

05.01 Identify fiber characteristics.
05.02 Identify types of fabric construction.
05.03 Identify types of fabric finishes.
05.04 Identify types of textiles.
05.05 Identify laws and regulations governing the textile industry including labeling laws.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8506320
Course Title: Fashion Production 2
Course Credit: 1

COURSE DESCRIPTION:

Students will develop competence in safety procedures; conventional sewing machine operation and maintainence; employability skills and garment construction.

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SEAMSTRESS - Industry Title

06.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

06.01 Demonstrate safety procedures in using sewing machines and home sergers.
06.02 Demonstrate safety procedures in using pressing equipment.
06.03 Demonstrate safety procedures in using small hand tools.
06.04 Demonstrate workroom safety procedures.

07.0 OPERATE AND MAINTAIN A CONVENTIONAL SEWING MACHINE--The student will be able to:

07.01 Demonstrate needle insertion, picking the right size for the fabric.
07.02 Demonstrate threading the sewing machine.
07.03 Demonstrate bobbin winding the threading in case, inserting it correctly into the stitching.
07.04 Demonstrate straight stitching.
07.05 Demonstrate stitch length and width selection.
07.06 Identify and demonstrate utility and decorative stitches.
07.07 Demonstrate tension adjustment.
07.08 Demonstrate cleaning and lubricating the machine.
07.09 Demonstrate light bulb replacement.

08.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

08.01 Conduct a job search.
08.02 Secure information about a job.
08.03 Identify documents that may be required when applying for a job.
08.04 Complete a job application form correctly.
08.05 Demonstrate competence in job interview techniques.
08.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
08.07 Identify acceptable work habits.
08.08 Demonstrate knowledge of how to make job changes appropriately.
08.09 Demonstrate acceptable employee health habits.

08.10 Demonstrate customer relations skills.
08.11 Develop and write a resume.

09.0 DEMONSTRATE SKILL IN CONSTRUCTION OF SIMPLE GARMENTS--The student will be able to:

09.01 Interpret verbal, written, and visual directions.
09.02 Prepare fabric and alter patterns.
09.03 Lay out, pin, cut, and mark fabric.
09.04 Demonstrate stay stitching and ease stitching.
09.05 Demonstrate stitching darts and tucks.
09.06 Identify and match garment pieces using markings, and stitch.
09.07 Demonstrate correct pressing techniques.
09.08 Demonstrate casing and elastic installation.
09.09 Demonstrate machine hemming.

10.0 OPERATE AND MAINTAIN A HOME SERGER--The student will be able to:

10.01 Identify types of sergers and their characteristics.
10.02 Demonstrate threading.
10.03 Demonstrate tension setting.
10.04 Demonstrate cleaning and care of the serger.
10.05 Demonstrate a rolled hem, flat lock, and pin tucking.
10.06 Demonstrate replacing knives, needles, and light bulbs.
10.07 Demonstrate constructing a garment using the serger.

11.0 DEMONSTRATE INTERMEDIATE CONSTRUCTION TECHNIQUES MAKING ONE OR MORE GARMENTS--The student will be able to:

11.01 Differentiate among the kinds of textiles.
11.02 Choose a pattern for the correct figure type and make necessary alterations.
11.03 Apply fusible and nonfusible interfacing.
11.04 Apply shaped facings.
11.05 Apply zippers.
11.06 Demonstrate understitching.
11.07 Apply waistbands and cuffs.
11.08 Make machine buttonholes.
11.09 Make and attach collars.
11.10 Set in sleeve.
11.11 Put in side seam pockets; make and apply patch pockets.
11.12 Demonstrate hand hemming.
11.13 Demonstrate the creative reuse of garments and textiles.

12.0 DEMONSTRATE AND UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

12.01 Define entrepreneurship.
12.02 Describe the importance of entrepreneurship to the American economy.
12.03 List the advantages and disadvantages of business.
12.04 Identify the risks involved in ownership of a business.
12.05 Identify the necessary personal characteristics of a successful entrepreneur.

12.06 Identify the business skills needed to operate a small business efficiently and effectively.
12.07 Describe the responsibilities of the employer to support the business or industry.

13.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING SCHOOL, WORK, AND FAMILY--The student will be able to:

13.01 Define realistic expectations and/or goals for balancing school, work, and family.
13.02 Identify available resources that can support school, work, and family decisions.
13.03 Demonstrate networking with support systems, including family and community agencies.
13.04 Describe ways of reduction stress in dual role lifestyles.
13.05 Apply the decision-making process to a specific problem related to balancing school, work, and family.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8506330
Course Title: Fashion Production 3
Course Credit: 1

COURSE DESCRIPTION:

Students will develop competence in employment opportunities; power machine operation; safety procedures; material selection and preparation; hand tools, supplies, specialized equipment usage and selection.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
POWER MACHINE OPERATOR - Industry Title

14.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

14.01 Identify employment opportunities as a power machine operator.
14.02 Identify qualifications and training requirements for power machine operators and high-tech operators.
14.03 Identify opportunities in the monogramming and high-tech machine operator fields.

15.0 OPERATE AND MAINTAIN POWER SEWING MACHINE--The student will be able to:

15.01 Thread the machine.
15.02 Install and thread needle.
15.03 Adjust needle bar.
15.04 Remove and replace bobbin case.
15.05 Adjust bobbin winder.
15.06 Select stitch length and width.
15.07 Adjust and control foot pedal.
15.08 Adjust tension.
15.09 Adjust knee lift.
15.10 Select proper chair.
15.11 Feed fabric into machine.
15.12 Ease in fullness.
15.13 Measure with gauge(s).
15.14 Clean and oil machine.
15.15 Remove throat plate and clean hook.
15.16 Remove throat plate and clean feed dog.
15.17 Select and install feet.
15.18 Select and replace light bulbs or fuses.

16.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

16.01 Demonstrate safety procedures using power sewing, cutting,and specialty machines.
16.02 Demonstrate safety procedures maintaining, cleaning, and repairing power machines.

16.03 Demonstrate safety procedures for using computerized monogram machine and data stitch punching system.

17.0 SELECT AND PREPARE MATERIALS--The student will be able to:

17.01 Identify and match pattern pieces.
17.02 Read and interpret instructions.
17.03 Identify fabric content.
17.04 Lay out fabrics.
17.05 Match grain lines of fabric and patterns.
17.06 Match plaids, stripes and one-way designs.
17.07 Match patterns or garments to work tickets.
17.08 Mark and cut using special tables and cutting equipment.
17.09 Line up notches, dots, or clips.
17.10 Mark for assembly.
17.11 Mark for trims.
17.12 Match thread with fabric.
17.13 Separate and bundle garments.
17.14 Interpret work tickets.
17.15 Stitch on woven, stretch, or specialty fabrics.

18.0 SELECT AND USE HAND TOOLS AND SUPPLIES--The student will be able to:

18.01 Select and use scissors.
18.02 Select and use tweezers.
18.03 Select and use screwdrivers.
18.04 Select and use staple gun.
18.05 Select and use hammer.
18.06 Select and use wrenches.
18.07 Select and use fabric stretcher.
18.08 Select and use tack puller.
18.09 Select and use hand turner.
18.10 Select and use measuring instruments.
18.11 Select and use pins.
18.12 Select and use markers.
18.13 Select and install needles.
18.14 Select and thread bobbin cases.
18.15 Select and use content label(s).

19.0 SELECT AND USE SPECIALIZED EQUIPMENT TO CONSTRUCT INTERMEDIATE/ADVANCED GARMENT(S)--The student will be able to operate:
(Select equipment as appropriate for students occupational outcome).

19.01 Pleater.
19.02 Binding machine.
19.03 Button machine.
19.04 Buttonhole machine.
19.05 Serger.
19.06 Blindstitch machine.
19.07 Straight stitch machine.

OPTIONAL

19.08 Ruffler.

19.09 Chain stitch machine.
19.10 Hole puncher.
19.11 Cutting machine.
19.12 Elastic hemmer.
19.13 Elastic machine.
19.14 Hook and eye machine.
19.15 Bar-tack.
19.16 Zig-zag machine.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8506510
Course Title: Custom Garment Making 4
Course Credit: 1

COURSE DESCRIPTION:

Students will develop competence in employment opportunities; textile characteristics; design elements and principles; safety procedures; commercial pattern selection and usage; garment construction skills; specialty garment construction and fashion industry basic skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
DRESS/COSTUME MAKER - DOT Code 785.361-010

20.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

20.01 Identify employment opportunities in women's, men's and children's custom garment making.
20.02 Identify qualifications and training requirements for the custom garment maker.

21.0 IDENTIFY THE CHARACTERISTICS OF TEXTILES--The student will be able to:

21.01 Identify fiber characteristics in a variety of textiles.
21.02 Identify fabrics used in textiles.
21.03 Identify fabric finishes and care instructions.
21.04 Identify mandatory textile laws.

22.0 APPLY ELEMENTS AND PRINCIPLES OF DESIGN--The student will be able to:

22.01 Identify elements and principles of design.
22.02 Demonstrate the use of design for specific figure types.

23.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

23.01 Demonstrate safety procedures in using sewing machines and home sergers.
23.02 Demonstrate safety procedures in using pressing equipment.
23.03 Demonstrate safety procedures in using small hand tools.
23.04 Demonstrate workroom safety procedures.

24.0 SELECT AND USE COMMERCIAL PATTERNS--The student will be able to:

24.01 Use body measurements in selecting a pattern for various figure types.
24.02 Interpret patten envelop information.
24.03 Interpret patten symbols and guide sheet information.
24.04 Alter patterns according to body measurements.

25.0 DEMONSTRATE GARMENT CONSTRUCTION SKILLS--The student will be able to:

25.01 Identify and use sewing notions.
25.02 Demonstrate fabric preparation.
25.03 Demonstrate lay out.
25.04 Cut out pattern and fabric.
25.05 Demonstrate pattern markings transfer.
25.06 Construct a simple garment.
25.07 Apply time and motion techniques.
25.08 Demonstrate garment alteration.
25.09 Apply finishing techniques.
25.10 Apply interfacing.
25.11 Construct pleats.
25.12 Construct tucks.
25.13 Construct gathers.
25.14 Construct seam finishes.
25.15 Construct pockets.
25.16 Construct and apply collars.
25.17 Construct and attach shaped facings.
25.18 Construct set-in sleeves.
25.19 Construct and attach waistbands and cuffs.
25.20 Construct plackets.
25.21 Construct buttonholes.
25.22 Apply zippers.
25.23 Construct and apply linings.
25.24 Construct belts.
25.25 Apply fasteners.
25.26 Construct miter corners.
25.27 Construct hems.
25.28 Construct customized garments using natural and man-made fabrics.
25.29 Demonstrate assembly line techniques.

28.0 DEMONSTRATE GARMENT ALTERATION--The student will be able to:

28.01 Add or remove shoulder pads.
28.02 Lengthen and decrease pants crotch.
28.03 Increase and decrease waist size of pants, skirts, and dresses.
28.04 Correct skirts, dresses, and pants for high hip or swayback.
28.05 Remove and add cuffs to pants.
28.06 Widen and narrow cuffs.
28.07 Shorten and lengthen bodices.
28.08 Increase and decrease bust on bodices.
28.09 Narrow shoulder lines on a bodice.
28.10 Redistribute ease in sleeve cap.
28.11 Add and remove sleeve cuffs.
28.12 Lengthen and narrow cuffs on pants and sleeves.
28.13 Shorten wristlets on knitted sleeves.
28.14 Reshape trouser legs.
28.15 Taper men's shirts.
28.16 Miter hem corners, including seamed metered corner and hand whipped miter.
28.17 Add and remove tucks, pleats, and darts.

28.18 Increase and decrease the width of pleats.
28.19 Alter closures and fasteners, such as: buttons, zippers, snaps, thread loops, and hooks and eyes.
28.20 Add, remove, lengthen, and shorten belt loops.
28.21 Lengthen and shorten belts.
28.22 Add and remove pockets.
28.23 Alter size of pocket.
28.24 Add trim to a garment.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8506520
Course Title: Custom Garment Making 5
Course Credit: 1

COURSE DESCRIPTION:

Students will develop competence in employment opportunities; textile characteristics; design elements and principles; safety procedures; commercial pattern selection and usage; garment construction skills; resource management; specialty garment construction; fashion industry basic skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
DRESS/COSTUME MAKER - DOT Code 785.361-010

20.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

20.01 Identify employment opportunities in women's, men's and children's custom garment making.
20.02 Identify qualifications and training requirements for the custom garment maker.

21.0 IDENTIFY THE CHARACTERISTICS OF TEXTILES--The student will be able to:

21.01 Identify fiber characteristics in a variety of textiles.
21.02 Identify fabrics used in textiles.
21.03 Identify fabric finishes and care instructions.
21.04 Identify mandatory textile laws.

22.0 APPLY ELEMENTS AND PRINCIPLES OF DESIGN--The student will be able to:

22.01 Identify elements and principles of design.
22.02 Demonstrate the use of design for specific figure types.

23.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

23.01 Demonstrate safety procedures in using sewing machines and home sergers.
23.02 Demonstrate safety procedures in using pressing equipment.
23.03 Demonstrate safety procedures in using small hand tools.
23.04 Demonstrate workroom safety procedures.

24.0 SELECT AND USE COMMERCIAL PATTERNS--The student will be able to:

24.01 Use body measurements in selecting a pattern for various figure types.
24.02 Interpret patten envelop information.
24.03 Interpret patten symbols and guide sheet information.
24.04 Alter patterns according to body measurements.

25.0 DEMONSTRATE GARMENT CONSTRUCTION SKILLS--The student will be able to:

25.01 Identify and use sewing notions.
25.02 Demonstrate fabric preparation.
25.03 Demonstrate lay out.
25.04 Cut out pattern and fabric.
25.05 Demonstrate pattern markings transfer.
25.06 Construct a simple garment.
25.07 Apply time and motion techniques.
25.08 Demonstrate garment alteration.
25.09 Apply finishing techniques.
25.10 Apply interfacing.
25.11 Construct pleats.
25.12 Construct tucks.
25.13 Construct gathers.
25.14 Construct seam finishes.
25.15 Construct pockets.
25.16 Construct and apply collars.
25.17 Construct and attach shaped facings.
25.18 Construct set-in sleeves.
25.19 Construct and attach waistbands and cuffs.
25.20 Construct plackets.
25.21 Construct buttonholes.
25.22 Apply zippers.
25.23 Construct and apply linings.
25.24 Construct belts.
25.25 Apply fasteners.
25.26 Construct miter corners.
25.27 Construct hems.
25.28 Construct customized garments using natural and man-made fabrics.
25.29 Demonstrate assembly line techniques.

26.0 MANAGE RESOURCES--The student will be able to:

26.01 Maintain an inventory of materials and supplies.
26.02 Apply principles of management in effective use of time, money, energy, and space.

28.0 DEMONSTRATE GARMENT ALTERATION--The student will be able to:

28.01 Add or remove shoulder pads.
28.02 Lengthen and decrease pants crotch.
28.03 Increase and decrease waist size of pants, skirts, and dresses.
28.04 Correct skirts, dresses, and pants for high hip or swayback.
28.05 Remove and add cuffs to pants.
28.06 Widen and narrow cuffs.
28.07 Shorten and lengthen bodices.
28.08 Increase and decrease bust on bodices.
28.09 Narrow shoulder lines on a bodice.
28.10 Redistribute ease in sleeve cap.
28.11 Add and remove sleeve cuffs.
28.12 Lengthen and narrow cuffs on pants and sleeves.

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28.13 Shorten wristlets on knitted sleeves.
28.14 Reshape trouser legs.
28.15 Taper men's shirts.
28.16 Miter hem corners, including seamed metered corner and hand whipped miter.
28.17 Add and remove tucks, pleats, and darts.
28.18 Increase and decrease the width of pleats.
28.19 Alter closures and fasteners, such as: buttons, zippers, snaps, thread loops, and hooks and eyes.
28.20 Add, remove, lengthen, and shorten belt loops.
28.21 Lengthen and shorten belts.
28.22 Add and remove pockets.
28.23 Alter size of pocket.
28.24 Add trim to a garment.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8506530
Course Title: Custom Garment Making 6
Course Credit: 1

COURSE DESCRIPTION:

Students will develop competence in resource management; specialty garment construction and basic skills for the fashion industry.

26.0 MANAGE RESOURCES--The student will be able to:

26.01 Maintain an inventory of materials and supplies.
26.02 Apply principles of management in effective use of time, money, energy, and space.

27.0 CONSTRUCT SPECIALTY GARMENTS--The student will be able to:

27.01 Match plaids and stripes.
27.02 Identify construction techniques for napped fabrics.
27.03 Demonstrate construction techniques for swimwear.
27.04 Demonstrate construction techniques for lingerie.
27.05 Construct specialty garments.
27.06 Demonstrate construction techniques for current fabrics.
27.07 Demonstrate construction techniques for lingerie.
27.05 Construct specialty garments.
27.06 Demonstrate construction techniques for current fabrics.
27.07 Demonstrate construction techniques for evening wear.
27.08 Construct specialty garments.

28.0 DEMONSTRATE GARMENT ALTERATION--The student will be able to:

28.01 Add or remove shoulder pads.
28.02 Lengthen and decrease pants crotch.
28.03 Increase and decrease waist size of pants, skirts, and dresses.
28.04 Correct skirts, dresses, and pants for high hip or swayback.
28.05 Remove and add cuffs to pants.
28.06 Widen and narrow cuffs.
28.07 Shorten and lengthen bodices.
28.08 Increase and decrease bust on bodices.
28.09 Narrow shoulder lines on a bodice.
28.10 Redistribute ease in sleeve cap.
28.11 Add and remove sleeve cuffs.
28.12 Lengthen and narrow cuffs on pants and sleeves.
28.13 Shorten wristlets on knitted sleeves.
28.14 Reshape trouser legs.
28.15 Taper men's shirts.
28.16 Miter hem corners, including seamed metered corner and hand whipped miter.

28.17 Add and remove tucks, pleats, and darts.
28.18 Increase and decrease the width of pleats.
28.19 Alter closures and fasteners, such as: buttons, zippers, snaps, thread loops, and hooks and eyes.
28.20 Add, remove, lengthen, and shorten belt loops.
28.21 Lengthen and shorten belts.
28.22 Add and remove pockets.
28.23 Alter size of pocket.
28.24 Add trim to a garment.

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Florida Department of Education
INTENDED OUTCOMES

PROGRAM TITLE:	**Custom Garment Making/Tailoring**
	PSAV
Program Numbers	**V200314**
CIP Number	0420.030403
Grade Level	30, 31
Length	350 Hours
Certification	VOC HME EC @4 @2 TAILORING @7 G GEN HME EC @4 @2 HME EC OCC @7 G APPRL MFG @7 G HOMEMAKING @2 @7 G HOME EC 1 @2
Basic Skills	
Math	9
Language	9
Reading	9

INTENDED OUTCOMES: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SEAMSTRESS - Industry Title

Fashion Production 1 (Core)

01.0 Identify employment opportunities.
02.0 Demonstrate appropriate basic skills essential to working in fashion production.
03.0 Demonstrate leadership and organizational skills.
04.0 Select, use and care for tools, equipment, and supplies.
05.0 Identify textile characteristics and care.
06.0 Identify and practice safety procedures.
07.0 Operate and maintain a conventional sewing machine.
08.0 Demonstrate employability skills.
09.0 Demonstrate skill in construction of simple garments.
10.0 Operate and maintain a home serger.
11.0 Demonstrate intermediate construction techniques making one or more garments.
12.0 Demonstrate an understanding of entrepreneurship.
13.0 Demonstrate an awareness of the responsibilities associated with balancing school, work, and family.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
POWER MACHINE OPERATOR - Industry Title

Fashion Production 3 (Core)

14.0 Identify employment opportunities.
15.0 Operate and maintain power sewing machines.
16.0 Identify and practice safety procedures.
17.0 Select and prepare materials.
18.0 Select and use hand tools and supplies.
19.0 Select and use specialized equipment to construct intermediate/advanced garment(s).

OCCUPATIONAL COMPLETION POINT - DATA CODE C
DRESS MAKER - DOT Code 785.361-010

Custom Garment Making 4,5,6

20.0 Identify employment opportunities.
21.0 Identify the characteristics of textiles.
22.0 Apply elements and principles of design.
23.0 Identify and practice safety procedures.
24.0 Select and use commercial patterns.
25.0 Demonstrate garment construction skills.
26.0 Manage resources.
27.0 Construct specialty garments.
28.0 Demonstrate appropriate basic skills essential for working in fashion industry.

OCCUPATIONAL COMPLETION POINT - DATA CODE D
CUSTOM TAILOR - DOT Code 785.261-014

Custom Garment Making/Tailoring

29.0 Construct tailored garments.
30.0 Draft, design, or drape garments or patterns and construct garments from these patterns.
31.0 Participate in student internship.

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STUDENT PERFORMANCE STANDARDS

Program Title: Custom Garment Making/Tailoring (PSAV)
Secondary Number:
Postsecondary Number: V200314

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SEAMSTRESS - Industry Title

Fashion Production 1 (Core)

01.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the garment industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for apparel production occupations.
01.04 Identify duties and responsibilities in apparel production occupations.
01.05 Identify ways to achieve job advancement in the garment industry.
01.06 Identify career options in garment making, such as entrepreneurship.
01.07 Analyze current trends as they may affect the future of the industry.

02.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN APPAREL PRODUCTION--The student will be able to:

02.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
02.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.03 Identify the scientific knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
02.05 Demonstrate communication competencies necessary to perform the occupation tasks.
02.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

03.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

03.01 Identify professional and youth organizations.
03.02 Identify purposes and functions of professional and youth organizations.
03.03 Identify roles and responsibilities of members.
03.04 Demonstrate cooperation as a group member in achieving organizational goals.

03.05 Demonstrate confidence in leadership roles and organizational responsibilities.

04.0 USE, SELECT AND CARE OF TOOLS, EQUIPMENT AND SUPPLIES--The student will be able to:

04.01 Demonstrate the selection and use of shears, rotary, cutter and other high-tech cutting equipment.
04.02 Demonstrate the selection and use of machine maintenance equipment.
04.03 Demonstrate the use of measuring tools.
04.04 Demonstrate the use of pressing equipment.

05.0 IDENTIFY TEXTILE CHARACTERISTICS AND CARE--The student will be able to:

05.01 Identify fiber characteristics.
05.02 Identify types of fabric construction.
05.03 Identify types of fabric finishes.
05.04 Identify types of textiles.
05.05 Identify laws and regulations governing the textile industry including labeling laws.

FASHION PRODUCTION 2 (CORE)

06.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

06.01 Demonstrate safety procedures in using sewing machines and home sergers.
06.02 Demonstrate safety procedures in using pressing equipment.
06.03 Demonstrate safety procedures in using small hand tools.
06.04 Demonstrate workroom safety procedures.

07.0 OPERATE AND MAINTAIN A CONVENTIONAL SEWING MACHINE--The student will be able to:

07.01 Demonstrate needle insertion, picking the right size for the fabric.
07.02 Demonstrate threading the sewing machine.
07.03 Demonstrate bobbin winding the threading in case, inserting it correctly into the stitching.
07.04 Demonstrate straight stitching.
07.05 Demonstrate stitch length and width selection.
07.06 Identify and demonstrate utility and decorative stitches.
07.07 Demonstrate tension adjustment.
07.08 Demonstrate cleaning and lubricating the machine.
07.09 Demonstrate light bulb replacement.

08.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

08.01 Conduct a job search.
08.02 Secure information about a job.

08.03 Identify documents that may be required when applying for a job.
08.04 Complete a job application form correctly.
08.05 Demonstrate competence in job interview techniques.
08.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
08.07 Identify acceptable work habits.
08.08 Demonstrate knowledge of how to make job changes appropriately.
08.09 Demonstrate acceptable employee health habits.
08.10 Demonstrate customer relations skills.
08.11 Develop and write a resume.

09.0 DEMONSTRATE SKILL IN CONSTRUCTION OF SIMPLE GARMENTS--The student will be able to:

09.01 Interpret verbal, written, and visual directions.
09.02 Prepare fabric and alter patterns.
09.03 Lay out, pin, cut, and mark fabric.
09.04 Demonstrate stay stitching and ease stitching.
09.05 Demonstrate stitching darts and tucks.
09.06 Identify and match garment pieces using markings, and stitch.
09.07 Demonstrate correct pressing techniques.
09.08 Demonstrate casing and elastic installation.
09.09 Demonstrate machine hemming.

10.0 OPERATE AND MAINTAIN A HOME SERGER--The student will be able to:

10.01 Identify types of sergers and their characteristics.
10.02 Demonstrate threading.
10.03 Demonstrate tension setting.
10.04 Demonstrate cleaning and care of the serger.
10.05 Demonstrate a rolled hem, flock-lock, and pin tucking.
10.06 Demonstrate replacing knives, needles, and light bulbs.
10.07 Demonstrate constructing a garment using the serger.

11.0 DEMONSTRATE INTERMEDIATE CONSTRUCTION TECHNIQUES MAKING ONE OR MORE GARMENTS--The student will be able to:

11.01 Differentiate among the kinds of textiles.
11.02 Choose a pattern for the correct figure type and make necessary alterations.
11.03 Apply fusible and nonfusible interfacing.
11.04 Apply shaped facings.
11.05 Apply zippers.
11.06 Demonstrate understitching.
11.07 Apply waistbands and cuffs.
11.08 Make machine buttonholes.
11.09 Make and attach collars.
11.10 Set in sleeve.
11.11 Put in side seam pockets; make and apply patch pockets.
11.12 Demonstrate hand hemming.
11.13 Demonstrate the creative reuse of garments and textiles.

12.0 DEMONSTRATE AND UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

12.01 Define entrepreneurship.
12.02 Describe the importance of entrepreneurship to the American economy.
12.03 List the advantages and disadvantages of business.
12.04 Identify the risks involved in ownership of a business.
12.05 Identify the necessary personal characteristics of a successful entrepreneur.
12.06 Identify the business skills needed to operate a small business efficiently and effectively.
12.07 Describe the responsibilities of the employer to support the business or industry.

13.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING SCHOOL, WORK, AND FAMILY--The student will be able to:

13.01 Define realistic expectations and/or goals for balancing school, work, and family.
13.02 Identify available resources that can support school, work, and family decisions.
13.03 Demonstrate networking with support systems, including family and community agencies.
13.04 Describe ways of reduction stress in dual role lifestyles.
13.05 Apply the decision-making process to a specific problem related to balancing school, work, and family.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
POWER MACHINE OPERATOR - Industry Title

Fashion Production 3 (CORE)

14.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

14.01 Identify employment opportunities as a power machine operator.
14.02 Identify qualifications and training requirements for power machine operators and high-tech operators.
14.03 Identify opportunities in the monogramming and high-tech machine operator fields.

15.0 OPERATE AND MAINTAIN POWER SEWING MACHINE--The student will be able to:

15.01 Thread the machine.
15.02 Install and thread needle.
15.03 Adjust needle bar.
15.04 Remove and replace bobbin case.
15.05 Adjust bobbin winder.
15.06 Select stitch length and width.
15.07 Adjust and control foot pedal.

15.08 Adjust tension.
15.09 Adjust knee lift.
15.10 Select proper chair.
15.11 Feed fabric into machine.
15.12 Ease in fullness.
15.13 Measure with gauge(s).
15.14 Clean and oil machine.
15.15 Remove throat plate and clean hook.
15.16 Remove throat plate and clean feed dog.
15.17 Select and install feet.
15.18 Select and replace light bulbs or fuses.

16.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

16.01 Demonstrate safety procedures using power sewing, cutting, and specialty machines.
16.02 Demonstrate safety procedures maintaining, cleaning, and repairing power machines.
16.03 Demonstrate safety procedures for using computerized monogram machine and data stitch punching system.

17.0 SELECT AND PREPARE MATERIALS--The student will be able to:

17.01 dentify and match pattern pieces.
17.02 Read and interpret instructions.
17.03 Identify fabric content.
17.04 Lay out fabrics.
17.05 Match grain lines of fabric and patterns.
17.06 Match plaids, stripes and one-way designs.
17.07 Match patterns or garments to work tickets.
17.08 Mark and cut using special tables and cutting equipment.
17.09 Line up notches, dots, or clips.
17.10 Mark for assembly.
17.11 Mark for trims.
17.12 Match thread with fabric.
17.13 Separate and bundle garments.
17.14 Interpret work tickets.
17.15 Stitch on woven, stretch, or specialty fabrics.

18.0 SELECT AND USE HAND TOOLS AND SUPPLIES--The student will be able to:

18.01 Select and use scissors.
18.02 Select and use tweezers.
18.03 Select and use screwdrivers.
18.04 Select and use staple gun.
18.05 Select and use hammer.
18.06 Select and use wrenches.
18.07 Select and use fabric stretcher.
18.08 Select and use tack puller.
18.09 Select and use hand turner.
18.10 Select and use measuring instruments.
18.11 Select and use pins.

18.12 Select and use markers.
18.13 Select and install needles.
18.14 Select and thread bobbin cases.
18.15 Select and use content label(s).

19.0 SELECT AND USE SPECIALIZED EQUIPMENT--The student will be able to operate:

19.01 Pleater.
19.02 Binding machine.
19.03 Button machine.
19.04 Buttonhole machine.
19.05 Serger.
19.06 Blindstitch machine.
19.07 Straight stitch machine.

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19.08 Ruffler.
19.09 Chain stitch machine.
19.10 Hole puncher.
19.11 Cutting machine.
19.12 Elastic hemmer.
19.13 Elastic machine.
19.14 Hook and eye machine.
19.15 Bar-tack.
19.16 Zig-zag machine.
19.17 Bonis machine.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
DRESS/COSTUME MAKER - DOT Code 785.361-010

Custom Garment Making 4,5,6

20.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

20.01 Identify employment opportunities in women's, men's and children's custom garment making.
20.02 Identify qualifications and training requirements for the custom garment maker.

21.0 IDENTIFY THE CHARACTERISTICS OF TEXTILES--The student will be able to:

21.01 Identify fiber characteristics in a variety of textiles.
21.02 Identify fabrics used in textiles.
21.03 Identify fabric finishes and care instructions.
21.04 Identify mandatory textile laws.

22.0 APPLY ELEMENTS AND PRINCIPLES OF DESIGN--The student will be able to:

22.01 Identify elements and principles of design.
22.02 Demonstrate the use of design for specific figure types.

23.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

23.01 Demonstrate safety procedures in using sewing machines and home sergers.
23.02 Demonstrate safety procedures in using pressing equipment.
23.03 Demonstrate safety procedures in using small hand tools.
23.04 Demonstrate workroom safety procedures.

24.0 SELECT AND USE COMMERCIAL PATTERNS--The student will be able to:

24.01 Use body measurements in selecting a pattern for various figure types.
24.02 Interpret patten envelop information.
24.03 Interpret patten symbols and guide sheet information.
24.04 Alter patterns according to body measurements.

25.0 DEMONSTRATE GARMENT CONSTRUCTION SKILLS--The student will be able to:

25.01 Identify and use sewing notions.
25.02 Demonstrate fabric preparation.
25.03 Demonstrate lay out.
25.04 Cut out pattern and fabric.
25.05 Demonstrate pattern markings transfer.
25.06 Construct a simple garment.
25.07 Apply time and motion techniques.
25.08 Demonstrate garment alteration.
25.09 Apply finishing techniques.
25.10 Apply interfacing.
25.11 Construct pleats.
25.12 Construct tucks.
25.13 Construct gathers.
25.14 Construct seam finishes.
25.15 Construct pockets.
25.16 Construct and apply collars.
25.17 Construct and attach shaped facings.
25.18 Construct set-in sleeves.
25.19 Construct and attach waistbands and cuffs.
25.20 Construct plackets.
25.21 Construct buttonholes.
25.22 Apply zippers.
25.23 Construct and apply linings.
25.24 Construct belts.
25.25 Apply fasteners.
25.26 Construct miter corners.
25.27 Construct hems.
25.28 Construct customized garments using natural and man-made fabrics.
25.29 Demonstrate assembly line techniques.

26.0 MANAGE RESOURCES--The student will be able to:

26.01 Maintain an inventory of materials and supplies.
26.02 Apply principles of management in effective use of time, money, energy, and space.

27.0 CONSTRUCT SPECIALTY GARMENTS--The student will be able to:

27.01 Match plaids and stripes.
27.02 Identify construction techniques for napped fabrics.
27.03 Demonstrate construction techniques for swimwear.
27.04 Demonstrate construction techniques for lingerie.
27.05 Construct specialty garments.
27.06 Demonstrate construction techniques for current fabrics.
27.07 Demonstrate construction techniques for evening wear.
27.08 Construct specialty garments.

28.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN CUSTOM GARMENT MAKING--The student will be able to:

28.01 Identify the mathematic knowledge, skills and competencies necessary to perform the occupation.
28.02 Identify the communication knowledge, skills, and competencies necessary to perform the occupation tasks.
28.03 Identify the scientific skills, knowledge, and competencies necessary to perform the occupation tasks.
28.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
28.05 Demonstrate communication competencies necessary to perform the occupation tasks.
28.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

OCCUPATIONAL COMPLETION POINT - DATA CODE D
TAILOR - DOT Code 785.261-014

29.0 CONSTRUCT TAILORED GARMENTS--The student will be able to:

29.01 Select suitable fabric for a tailored garment.
29.02 Select suitable hair canvas, interfacing, linings, and underlining.
29.03 Prepare fabrics and alter patterns.
29.04 Lay out patterns, bias, plaid, or one-way prints.
29.05 Cut patterns, fabric, hair canvas, and linings.
29.06 Tailor tack markings.
29.07 Tailor baste layers.
29.08 Tape roll line and edges.
29.09 Pad-stitch lapels and collars.
29.10 Baste and fit a garment.
29.11 Stitch seams.
29.12 Apply seam finishes.
29.13 Construct tailored pockets.
29.14 Construct bound buttonholes.
29.15 Construct chest pieces, shoulder pads, and sleeve heads.
29.16 Set in sleeves.

29.17 Construct and apply upper collar and facings.
29.18 Catch-stitch all edges.
29.19 Fit a garment.
29.20 Construct and apply linings.
29.21 Construct hems.
29.22 Demonstrate tailor pressing.
29.23 Refit and alter costumes and ready-to-wear garments.
29.24 Select patterns and fabric for tailored pants.
29.25 Alter patterns and cut fabric for tailored pants.
29.26 Fit and construct tailored pants.
29.27 Construct and apply linings to tailored pants.
29.28 Refit and alter a ready-to wear garment.

30.0 DRAFT, DESIGN, OR DRAPE GARMENTS OR PATTERNS AND CONSTRUCT GARMENTS FROM THESE PATTERNS--The student will be able to:

30.01 Demonstrate taking body measurements.
30.02 Compare and alter basic patterns.
30.03 Construct a basic muslin shell.
30.04 Transfer fitting changes to paper patterns.
30.05 Construct an oak tag board sloper from muslin.
30.06 Draft pattern bodice, skirts, collars, neckline, sleeves, dresses, jackets, and coats using a sloper.
30.07 Identify styles that suit body types.
30.08 Design garments to suit body types.
30.09 Choose fabric for body type and design.
30.10 Design a coordinated wardrobe for a variety of body types.
30.11 Design evening wear, swimwear, lingerie, sportswear, and tailored garments for a variety of body types.
30.12 Demonstrate the draping method of dress design.

31.0 PARTICIPATE IN STUDENT INTERNSHIP--The student will be able to:

31.01 Perform custom garment making and tailoring activities under supervision on the job.

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Florida Department of Education
INTENDED OUTCOMES

PROGRAM TITLE:	**Fashion Design for Industry**
	PSAV
Program Numbers	**V200315**
CIP Number	0420.030103
Grade Level	30, 31
Length	900 Hours
Certification	VOC HME EC @4 @2 TAILORING @7 G GEN HME EC @4 @2 HME EC OCC @7 G APPRL MFG @7 G HOMEMAKING @2 @7 G HOME EC 1 @2
Basic Skills	
Math	9
Language	9
Reading	9

INTENDED OUTCOMES: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SEAMSTRESS - Industry Title

Fashion Production 1 (Core)

01.0 Identify employment opportunities.
02.0 Demonstrate appropriate basic skills essential to working in fashion production.
03.0 Demonstrate leadership and organizational skills.
04.0 Select, use and care for tools, equipment, and supplies.
05.0 Identify textile characteristics and care.

Fashion Production 2

06.0 Identify and practice safety procedures.
07.0 Operate and maintain a conventional sewing machine.
08.0 Demonstrate employability skills.
09.0 Demonstrate skill in construction of simple garments.
10.0 Operate and maintain a home serger.
11.0 Demonstrate intermediate construction techniques making one or more garments.
12.0 Demonstrate an understanding of entrepreneurship.
13.0 Demonstrate an awareness of the responsibilities associated with balancing school, work, and family.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
POWER MACHINE OPERATOR - Industry Title

Fashion Production 3 (Core)

14.0 Identify employment opportunities.
15.0 Operate and maintain power sewing machines.
16.0 Identify and practice safety procedures.
17.0 Select and prepare materials.
18.0 Select and use hand tools and supplies.
19.0 Select and use specialized equipment to construct intermediate/advanced garment(s).

OCCUPATIONAL COMPLETION POINT - DATA CODE C
SAMPLE MAKER/PATTERN DRAFTER - Industry Title

Fashion Design for Industry

20.0 Identify employment opportunities.
21.0 Select, use, and care for drafting and sewing tools, equipment and supplies.
22.0 Select, design, and draft patterns.
23.0 Select suitable fabrics and construct a sample garment.
24.0 Produce and grade the designed pattern.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Fashion Design For Industry (PSAV Only)
Secondary Number:
Postsecondary Number: V200315

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SEAMSTRESS - Industry Title

Fashion Production 1 (Core)

01.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the garment industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for apparel production occupations.
01.04 Identify duties and responsibilities in apparel production occupations.
01.05 Identify ways to achieve job advancement in the garment industry.
01.06 Identify career options in garment making, such as entrepreneurship.
01.07 Analyze current trends as they may affect the future of the industry.

02.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN APPAREL PRODUCTION--The student will be able to:

02.01 Identify the mathematic knowledge, skills, and attitudes necessary to perform the occupation.
02.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.03 Identify the scientific knowledge, skills, and attitudes necessary to perform the occupation tasks.
02.04 Demonstrate mathematic competencies necessary to perform the occupation tasks.
02.05 Demonstrate communication competencies necessary to perform the occupation tasks.
02.06 Demonstrate scientific competencies necessary to perform the occupation tasks.

03.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

03.01 Identify professional and youth organizations.
03.02 Identify purposes and functions of professional and youth organizations.
03.03 Identify roles and responsibilities of members.
03.04 Demonstrate cooperation as a group member in achieving organizational goals.

03.05 Demonstrate confidence in leadership roles and organizational responsibilities.

04.0 USE, SELECT AND CARE OF TOOLS, EQUIPMENT AND SUPPLIES--The student will be able to:

04.01 Demonstrate the selection and use of shears, rotary, cutter and other high-tech cutting equipment.
04.02 Demonstrate the selection and use of machine maintenance equipment.
04.03 Demonstrate the use of measuring tools.
04.04 Demonstrate the use of pressing equipment.

05.0 IDENTIFY TEXTILE CHARACTERISTICS AND CARE--The student will be able to:

05.01 Identify fiber characteristics.
05.02 Identify types of fabric construction.
05.03 Identify types of fabric finishes.
05.04 Identify types of textiles.
05.05 Identify laws and regulations governing the textile industry including labeling laws.

OCCUPATIONAL COMPLETION POINT - DATA CODE A
SEAMSTRESS - Industry Title

Fashion Production 2 (CORE)

06.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

06.01 Demonstrate safety procedures in using sewing machines and home sergers.
06.02 Demonstrate safety procedures in using pressing equipment.
06.03 Demonstrate safety procedures in using small hand tools.
06.04 Demonstrate workroom safety procedures.

07.0 OPERATE AND MAINTAIN A CONVENTIONAL SEWING MACHINE--The student will be able to:

07.01 Demonstrate needle insertion, picking the right size for the fabric.
07.02 Demonstrate threading the sewing machine.
07.03 Demonstrate bobbin winding the threading in case, inserting it correctly into the stitching.
07.04 Demonstrate straight stitching.
07.05 Demonstrate stitch length and width selection.
07.06 Identify and demonstrate utility and decorative stitches.
07.07 Demonstrate tension adjustment.
07.08 Demonstrate cleaning and lubricating the machine.
07.09 Demonstrate light bulb replacement.

08.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

08.01 Conduct a job search.
08.02 Secure information about a job.
08.03 Identify documents that may be required when applying for a job.
08.04 Complete a job application form correctly.
08.05 Demonstrate competence in job interview techniques.
08.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
08.07 Identify acceptable work habits.
08.08 Demonstrate knowledge of how to make job changes appropriately.
08.09 Demonstrate acceptable employee health habits.
08.10 Demonstrate customer relations skills.
08.11 Develop and write a resume.

09.0 DEMONSTRATE SKILL IN CONSTRUCTION OF SIMPLE GARMENTS--The student will be able to:

09.01 Interpret verbal, written, and visual directions.
09.02 Prepare fabric and alter patterns.
09.03 Lay out, pin, cut, and mark fabric.
09.04 Demonstrate stay stitching and ease stitching.
09.05 Demonstrate stitching darts and tucks.
09.06 Identify and match garment pieces using markings, and stitch.
09.07 Demonstrate correct pressing techniques.
09.08 Demonstrate casing and elastic installation.
09.09 Demonstrate machine hemming.

10.0 OPERATE AND MAINTAIN A HOME SERGER--The student will be able to:

10.01 Identify types of sergers and their characteristics.
10.02 Demonstrate threading.
10.03 Demonstrate tension setting.
10.04 Demonstrate cleaning and care of the serger.
10.05 Demonstrate a rolled hem, flat lock, and pin tucking.
10.06 Demonstrate replacing knives, needles, and light bulbs.
10.07 Demonstrate constructing a garment using the serger.

11.0 DEMONSTRATE INTERMEDIATE CONSTRUCTION TECHNIQUES MAKING ONE OR MORE GARMENTS--The student will be able to:

11.01 Differentiate among the kinds of textiles.
11.02 Choose a pattern for the correct figure type and make necessary alterations.
11.03 Apply fusible and nonfusible interfacing.
11.04 Apply shaped facings.
11.05 Apply zippers.
11.06 Demonstrate understitching.
11.07 Apply waistbands and cuffs.
11.08 Make machine buttonholes.
11.09 Make and attach collars.
11.10 Set in sleeve.

11.11 **Put in side seam pockets; make and apply patch pockets.**
11.12 **Demonstrate hand hemming.**
11.13 Demonstrate the creative reuse of garments and textiles.

12.0 DEMONSTRATE AND UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

12.01 Define entrepreneurship.
12.02 Describe the importance of entrepreneurship to the American economy.
12.03 List the advantages and disadvantages of business.
12.04 Identify the risks involved in ownership of a business.
12.05 Identify the necessary personal characteristics of a successful entrepreneur.
12.06 Identify the business skills needed to operate a small business efficiently and effectively.
12.07 Describe the responsibilities of the employer to support the business or industry.

13.0 DEMONSTRATE AN AWARENESS OF THE RESPONSIBILITIES ASSOCIATED WITH BALANCING SCHOOL, WORK, AND FAMILY--The student will be able to:

13.01 Define realistic expectations and/or goals for balancing school, work, and family.
13.02 Identify available resources that can support school, work, and family decisions.
13.03 Demonstrate networking with support systems, including family and community agencies.
13.04 Describe ways of reduction stress in dual role lifestyles.
13.05 Apply the decision-making process to a specific problem related to balancing school, work, and family.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
POWER MACHINE OPERATOR - Industry Title

Fashion Production 3 (CORE)

14.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

14.01 Identify employment opportunities as a power machine operator.
14.02 Identify qualifications and training requirements for power machine operators and high-tech operators.
14.03 Identify opportunities in the monogramming and high-tech machine operator fields.

15.0 OPERATE AND MAINTAIN POWER SEWING MACHINE--The student will be able to:

15.01 Thread the machine.
15.02 Install and thread needle.
15.03 Adjust needle bar.
15.04 Remove and replace bobbin case.

15.05 Adjust bobbin winder.
15.06 Select stitch length and width.
15.07 Adjust and control foot pedal.
15.08 Adjust tension.
15.09 Adjust knee lift.
15.10 Select proper chair.
15.11 Feed fabric into machine.
15.12 Ease in fullness.
15.13 Measure with gauge(s).
15.14 Clean and oil machine.
15.15 Remove throat plate and clean hook.
15.16 Remove throat plate and clean feed dog.
15.17 Select and install feet.
15.18 Select and replace light bulbs or fuses.

16.0 IDENTIFY AND PRACTICE SAFETY PROCEDURES--The student will be able to:

16.01 Demonstrate safety procedures using power sewing, cutting, and specialty machines.
16.02 Demonstrate safety procedures maintaining, cleaning, and repairing power machines.
16.03 Demonstrate safety procedures for using computerized monogram machine and data stitch punching system.

17.0 SELECT AND PREPARE MATERIALS--The student will be able to:

17.01 Identify and match pattern pieces.
17.02 Read and interpret instructions.
17.03 Identify fabric content.
17.04 Lay out fabrics.
17.05 Match grain lines of fabric and patterns.
17.06 Match plaids, stripes and one-ay designs.
17.07 Match patterns or garments to work tickets.
17.08 Mark and cut using special tables and cutting equipment.
17.09 Line up notches, dots, or clips.
17.10 Mark for assembly.
17.11 Mark for trims.
17.12 Match thread with fabric.
17.13 Separate and bundle garments.
17.14 Interpret work tickets.
17.15 Stitch on woven, stretch, or specialty fabrics.

18.0 SELECT AND USE HAND TOOLS AND SUPPLIES--The student will be able to:

18.01 Select and use scissors.
18.02 Select and use tweezers.
18.03 Select and use screwdrivers.
18.04 Select and use staple gun.
18.05 Select and use hammer.
18.06 Select and use wrenches.
18.07 Select and use fabric stretcher.
18.08 Select and use tack puller.

18.09 Select and use hand turner.
18.10 Select and use measuring instruments.
18.11 Select and use pins.
18.12 Select and use markers.
18.13 Select and install needles.
18.14 Select and thread bobbin cases.
18.15 Select and use content label(s).

19.0 SELECT AND USE SPECIALIZED EQUIPMENT--The student will be able to operate:

19.01 Pleater.
19.02 Binding machine.
19.03 Button machine.
19.04 Buttonhole machine.
19.05 Serger.
19.06 Blindstitch machine.
19.07 Straight stitch machine.

OPTIONAL

19.08 Ruffler.
19.09 Chain stitch machine.
19.10 Hole puncher.
19.11 Cutting machine.
19.12 Elastic hemmer.
19.13 Elastic machine.
19.14 Hook and eye machine.
19.15 Bar-tack.
19.16 Zig-zag machine.
19.17 Bonis machine.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
FASHION DESIGNER - Industry Title

Fashion Design For Industry

20.0 IDENTIFY EMPLOYMENT OPPORTUNITIES--The student will be able to:

20.01 Identify sources of employment information.
20.02 Identify job and career opportunities in the garment industry.

21.0 SELECT, USE, AND CARE FOR DRAFTING AND SEWING TOOLS, EQUIPMENT, AND SUPPLIES--The student will be able to:

21.01 Select, use, and care for appropriate tools and supplies, including T-squares, metal yardsticks, tape measure, cutting tools, markers, and pattern-making papers.
21.02 Select, use, and care for appropriate equipment, including commercial sewing machine, grading machines, drafting equipment, draping forms, and other high-tech equipment.

22.0 SELECT, DESIGN, AND DRAFT PATTERNS--The student will be able to:

22.01 Define trade terminology.
22.02 Describe fashion trends.
22.03 Identify standard government measurements used in the designing process.
22.04 Identify and adapt standard measurements to company measurements.
22.05 Demonstrate pattern-drafting techniques, including arcs, curves, joints, corners, and squaring rectangles for dresses, pants, bathing suits, coats, suits, capes, etc.
22.06 Recheck the pattern draft against all major measurements and adjust accordingly.

23.0 SELECT SUITABLE FABRICS AND CONSTRUCT A SAMPLE GARMENT--The student will be able to:

23.01 Identify various types of fabrics.
23.02 Apply principles of design to a variety of fabrics, coordinating texture, color, line, and design.
23.03 Lay out and cut a sample garment.
23.04 Construct a sample garment using production techniques.
23.05 Check the constructed garment for fit and design.
23.06 Demonstrate pressing techniques.

24.0 PRODUCE AND GRADE THE DESIGNED PATTERN--The student will be able to:

24.01 Correct the design of a garment.
24.02 Correct the drafted pattern for a garment.
24.03 Check grain line, notches, and seam allowance.
24.04 Reproduce paper patterns with style number and size.
24.05 Label patterns with style number and size.
24.06 Grade size range according to specifications.

04200402CL **July 1997**

Florida Department of Education
CLUSTER CURRICULUM FRAMEWORK

Cluster Title: Food Management, Production & Services
Cluster Type: Job Preparatory
Occupational Area: Family And Consumer Sciences
Components: Core, Two Career Programs

	Secondary	PSAV
Grade Level:	9-12, 30, 31	30, 31
Facility Code:	234	234
VSO	FHA/HERO	
Coop Method	YES	YES
Apprenticeship	YES	YES

I. **PURPOSE**: The purpose of the programs in this cluster is to prepare students for employment or advanced training in the food service and hospitality industry and in nutrition and dietetic services.

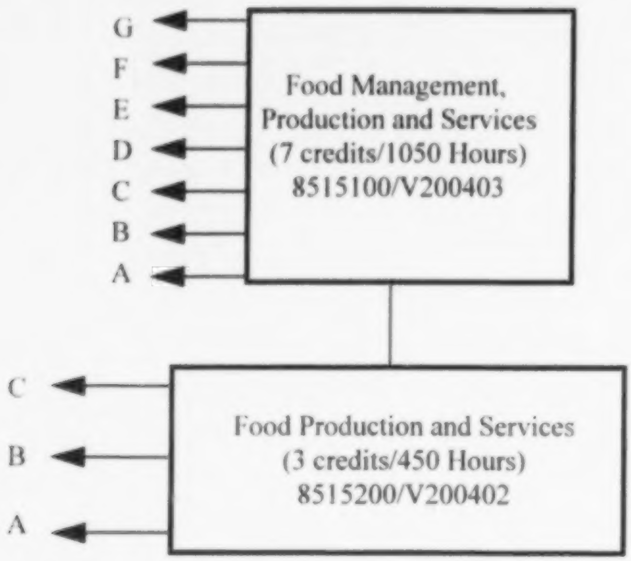
II. **CLUSTER STRUCTURE**: This cluster is a planned sequence of instruction consisting of a core, two programs, and seven occupational completion points. The program requires individualized instruction and cross training in food service jobs in a laboratory setting designed for production and service. This delivery system will result in a number of related occupational completion points. The program also allows for advanced training through the five programs and articulation to culinary arts or travel and tourism.

In response to industry, strong emphasis has been given to outcomes in demonstration of personal productivity and basic skills in communication, technical reading, mathematics, and scientific principles related to the foods industry. While these are specifically addressed in the core, it is expected that review and practice will be continuous throughout the training program. This cluster also provides supplemental training for persons previously or currently employed in these occupations.

Students must complete the core or demonstrate the mastery of skills standards contained in the core before advancing in the Food Management Production and Services program.

The following diagram illustrates the cluster structure:

Food Management, Production and Services


G
F
E
D
C
B
A
Food Management, Production and Services (7 credits/1050 Hours) 8515100/V200403
C
B
A
Food Production and Services (3 credits/450 Hours) 8515200/V200402

Occupational Completion Point:

Food Production and Services
A - Food & Beverage Preparation (1 credit/150 hours) OES 65038427
B - Cook; Host/Hostess; Waiter/Waitress and Service Work (1 credit/150 hours) Industry Title
C - Cook; Kitchen Helper, Restaurant Cashier (1 credit/150 hours) Industry Title

Food Management, Production and Services
A - Food & Beverage Preparation (1 credit/150 hours) OES 65038427
B - Cook; Host/Hostess; Waiter/Waitress and Service Work (1 credit/150 hours) Industry Title
C - Cook; Kitchen Helper, Restaurant Cashier (1 credit/150 hours) Industry Title
D - Cook (1 credit/150 hours) OES 65028422
E - Baker; Cook Restaurant Food Service (1 credit/150 hours) Industry Title
F - Food Service and Restaurant Manager Food Service and Management 1 (1 credit/150 hours) Industry Title
G - Food Service and Restaurant Manager (1 credit/150 hours) DOT 187.167-106

When offered at the secondary level, the programs in this cluster consist of the following courses which include the core:

Food Production and Services - 8515200
    Core
    8515210 - Food Production and Services 1
    8515220 - Food Production and Services 2
    8515230 - Food Production and Services 3

Food Management, Production, and Services - 8515100

Core
8515210 - Food Production and Services 1
8515220 - Food Production and Services 2
8515230 - Food Production and Services 3

8515110 - Food Management Production and Services 4
8515111 - Food Management Production and Services 5
8515112 - Food Management Production and Services 6
8515113 - Food Management Production and Services 7

III. **SPECIAL NOTE**: Future Homemakers of America/Home Economics Related Occupations, is the appropriate vocational student organization for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

The Food Service Industry Standards are basically the same at each exit point, but are taught with greater intensity as the student progresses through each level.

Instruction and learning activities are provided in a laboratory setting using hands-on experience with tools, equipment, and materials appropriate to the program content and in accordance with current practices in the trade.

The programs in this cluster may be offered in PSAV courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643, F.S.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training agreement, a training plan signed by the student, teacher and employer, including instructional objectives and a list of on-the-job and in-school learning experiences and a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.
In accordance with Rule 6A-10.040, FAC., the minimum basic skills grade levels required for postsecondary adult vocational students to exit the programs in this cluster are listed at the program level or at the occupational completion points within the program. These grade level numbers correspond to a grade equivalent score obtained on one of the state designated basic skills examinations. If a student does not meet the basic skills level required for completion from the program, remediation should be provided concurrently in the System for Applied Individualized Learning (SAIL) or remedial lab. Please reference the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class with modifications to the curriculum framework, the particular outcomes and student performance standards which the student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

SCANS Competencies: Instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate the methods to improve students' personal qualities and higher-order thinking skills.

Equipment List: A generic equipment list is available for the programs in this cluster and is printed in a supplement to this document.

July 1997

Florida Department of Education
INTENDED OUTCOMES

Program Title: Food Production And Services

	Secondary	PSAV
Program Numbers:	**8515200**	**V200402**
CIP Number:	0420.040102	0420.040102
Grade Level:	9-12, 30, 31	30, 31
Length:	3 Credits	450 Hours
Certification:	HOMEMAKING @2 ¢7	HOMEMAKING @2 @7 G
	QUAN FOOD ¢7	GEN HME EC @2 @4
	SC FOOD SV @6 D	HOME EC 1 @2
	HME EC OCC ¢7	QUAN FOOD @7 G
	VOC HME EC @4	VOC HME EC @2 @4
	GEN HME EC @4	SC FOOD SV @6 D
	HOME EC 1 @2	HOME EC OCC @7 G
Basic Skills		
Math		9
Language		9
Reading		9

INTENDED OUTCOMES: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
(CORE) FOOD & BEVERAGE PREPARATION AND SERVICE WORKER; FOOD PREPARATION WORKER - OES Code 65038427

01.0 Identify careers and job opportunities.
02.0 Apply basic skills.
03.0 Demonstrate personal productivity.
04.0 Exhibit safe, secure, and sanitary work procedures.
05.0 Utilize operational systems.
06.0 Use recipes.
07.0 Use and care for commercial tools and equipment.
08.0 Apply principles of nutrition.
09.0 Perform front-of-the-house duties.
10.0 Perform back-of-the-house duties.
11.0 Prepare food and beverage items.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
(CORE) COOK; HOST/HOSTESS; WAITER/WAITRESS - Industry Title

12.0 Identify careers and job opportunities.
13.0 Apply basic skills.
14.0 Demonstrate personal productivity.
15.0 Exhibit safe, secure, and sanitary work procedures.
16.0 Utilize operational systems.
17.0 Use recipes.
18.0 Apply principles of nutrition.

19.0 Perform front-of-the-house duties.
20.0 Perform back-of-the-house duties.
21.0 Prepare food and beverage items.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
(CORE)COOK; KITCHEN HELPER; BAKER'S HELPER; CASHIER - Industry Title

22.0 Identify careers and job opportunities.
23.0 Apply basic skills.
24.0 Demonstrate personal productivity.
25.0 Exhibit safe, secure, and sanitary work procedures.
26.0 Utilize operational systems.
27.0 Use recipes.
28.0 Perform front-of-the-house duties.
29.0 Prepare food and beverage items.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title:	Food Production And Services
Secondary Number:	8515200
Postsecondary Number:	V200402

OCCUPATIONAL COMPLETION POINT - DATA CODE A
(CORE) FOOD & BEVERAGE PREPARATION AND SERVICE WORKER; FOOD PREPARATION WORKER - OES Code 65038427

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the food service and hospitality industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for food service and hospitality occupations.

02.0 APPLY BASIC SKILLS--The student will be able to:

02.01 Follow verbal and written directions.
02.02 Apply verbal and written directions.
02.03 Use verbal and nonverbal communication skills.

03.0 DEMONSTRATE PERSONAL PRODUCTIVITY--The student will be able to:

03.01 Exhibit employability skills.
03.02 Exhibit work ethics.
03.03 Maintain positive personal relationships.
03.04 Develop personal and professional etiquette.
03.05 Demonstrate the ability to function as a team member.

04.0 EXHIBIT SAFE, SECURE, AND SANITARY WORK PROCEDURES--The student will be able to:

04.01 Follow standard procedures for hazard control.
04.02 Identify first-aid procedures for accidents and injuries.
04.03 Apply sanitary procedures in maintaining the facility.
04.04 Follow the standards for infectious disease control.
04.05 Demonstrate acceptable employee health habits.
04.06 Follow sanitary procedures in food storage, preparation, packing, transport, and service.

05.0 UTILIZE OPERATIONAL SYSTEMS--The student will be able to:

05.01 Identify elements of a successful organized food service operation in relation to time, energy, money, and space.
05.02 Follow rules, regulations, and laws.

06.0 USE RECIPES--The student will be able to:

06.01 Use standardized recipes.

06.02 Calculate portion size and recipe yield.

07.0 USE AND CARE FOR COMMERCIAL TOOLS AND EQUIPMENT--The student will be able to:

07.01 Identify commercial tools and equipment.
07.02 Use and maintain commercial tools.
07.03 Use and maintain commercial equipment.

08.0 APPLY PRINCIPLES OF NUTRITION--The student will be able to:

08.01 Identify a knowledge of food and nutritional needs.

09.0 PERFORM FRONT-OF-THE HOUSE DUTIES--The student will be able to:

09.01 Perform table setup, order-taking, check presentation, bussing, serving, receiving money, and host/hostess skills.
09.02 Identify types of meal services.
09.03 Establish, set up, and maintain service stations.

10.0 PERFORM BACK-OF-THE-HOUSE DUTIES--The student will be able to:

10.01 Perform starting duties.

11.0 PREPARE FOOD AND BEVERAGE ITEMS--The student will be able to:

11.01 Prepare bake station items.
11.02 Prepare pantry station items.
11.03 Prepare fry station items.
11.04 Prepare hot station items.
11.05 Prepare beverage items.
11.06 Perform food presentation and display techniques.
11.07 Recognize standards of quality.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
(CORE) COOK; HOST/HOSTESS; WAITER/WAITRESS - Industry Title

12.0 IDENTIFY CAREERS AND JOB OPPORTUNITIES--The student will be able to:

12.01 Identify duties and responsibilities in food services and hospitality.
12.02 Identify career options and ways to achieve job advancement.

13.0 APPLY BASIC SKILLS--The student will be able to:

13.01 Exhibit an understanding of technical materials/resources.
13.02 Demonstrate mathematics competencies related to the occupational task.

14.0 DEMONSTRATE PERSONAL PRODUCTIVITY--The student will be able to:

14.01 Respond to the needs of a culturally diverse workplace.
14.02 Apply techniques of evaluation for continuous improvement.
14.03 Demonstrate problem solving.
14.04 Use critical thinking strategies.

15.0 EXHIBIT SAFE, SECURE, AND SANITARY WORK PROCEDURES--The student will be able to:

15.01 Follow federal, state, and local sanitation and safety codes.

16.0 UTILIZE OPERATIONAL SYSTEMS--The student will be able to:

16.01 Perform time management techniques.
16.02 Operate within purchasing, inventory, portion control, and costing procedures.

17.0 USE RECIPES--The student will be able to:

17.01 Modify standardized recipes.

18.0 APPLY PRINCIPLES OF NUTRITION--The student will be able to:

18.01 Interpret menus to meet current dietary guidelines and nutritional requirements of individuals.

19.0 PERFORM FRONT-OF-THE-HOUSE DUTIES--The student will be able to:

19.01 Recognize the needs of diverse populations.
19.02 Perform duties to meet the needs of the customer.

20.0 PERFORM BACK-OF-THE-HOUSE DUTIES--The student will be able to:

20.01 Receive, store, and issue supplies.

21.0 PREPARE FOOD AND BEVERAGE ITEMS--The student will be able to:

21.01 Prepare bake station items.
21.02 Prepare pantry station items.
21.03 Prepare fry station items.
21.04 Prepare hot station items.
21.05 Prepare beverage items.
21.06 Perform food presentation and display techniques.
21.07 Recognize standards of quality.

OCCUPATIONAL COMPLETION POINT - DATA CODE C

(CORE) COOK; KITCHEN HELPER; BAKER'S HELPER; CASHIER - Industry Title

22.0 IDENTIFY CAREERS AND JOB OPPORTUNITIES--The student will be able to:

22.01 Demonstrate an understanding of entrepreneurship.
22.02 Analyze current career trends.
22.03 Identify professional associations in the food service and hospitality industry.

23.0 APPLY BASIC SKILLS--The student will be able to:

23.01 Demonstrate scientific competencies related to the occupational task.
23.02 Use computer technology to perform occupational tasks.
23.03 Maintain accurate records.

24.0 DEMONSTRATE PERSONAL PRODUCTIVITY--The student will be able to:

24.01 Explore the opportunities and value of community service.
24.02 Develop leadership skills.
24.03 Practice profitable procedures.

25.0 EXHIBIT SAFE, SECURE, AND SANITARY WORK PROCEDURES--The student will be able to:

25.01 Use acquired knowledge for the certified professional food manager exam.

26.0 UTILIZE OPERATIONAL SYSTEMS--The student will be able to:

26.01 Practice environmentally sound procedures.
26.02 Demonstrate and follow operational procedures between the front-of-the-house and back-of-the-house.

27.0 USE RECIPES--The student will be able to:

27.01 Use standardized recipes in the development of menus.

28.0 PERFORM FRONT-OF-THE-HOUSE DUTIES--The student will be able to:

28.01 Use merchandising techniques.
28.02 Analyze industry trends.

29.0 PREPARE FOOD AND BEVERAGE ITEMS--The student will be able to:

29.01 Prepare bake station items.
29.02 Prepare pantry station items.
29.03 Prepare fry station items.
29.04 Prepare hot station items.
29 05 Prepare beverage items.
29.06 Perform food presentation and display techniques.
29.07 Recognize standards of quality.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8515210
Course Title: Food Production and Services 1
Course Credit: 1

COURSE DESCRIPTION:

This course was developed as part of a three credit core. Students will develop competence in career and job opportunities; basic food skills; personal productivity; safe, secure and sanitary work procedures; operational systems; recipes; commercial tools and equipment; principles of nutrituon; front-of-the-house duties; back-of-the house duties; food and beverage preparation.

OCCUPATIONAL COMPLETION POINT - DATA CODE A

(CORE) FOOD & BEVERAGE PREPARATION AND SERVICE WORKER; FOOD PREPARATION WORKER - OES Code 65038427

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the food service and hospitality industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for food service and hospitality occupations.

02.0 APPLY BASIC SKILLS--The student will be able to:

02.01 Follow verbal and written directions.
02.02 Apply verbal and written directions.
02.03 Use verbal and nonverbal communication skills.

03.0 DEMONSTRATE PERSONAL PRODUCTIVITY--The student will be able to:

03.01 Exhibit employability skills.
03.02 Exhibit work ethics.
03.03 Maintain positive personal relationships.
03.04 Develop personal and professional etiquette.
03.05 Demonstrate the ability to function as a team member.

04.0 EXHIBIT SAFE, SECURE, AND SANITARY WORK PROCEDURES--The student will be able to:

04.01 Follow standard procedures for hazard control.
04.02 Identify first-aid procedures for accidents and injuries.
04.03 Apply sanitary procedures in maintaining the facility.
04.04 Follow the standards for infectious disease control.
04.05 Demonstrate acceptable employee health habits.
04.06 Follow sanitary procedures in food storage, preparation, packing, transport, and service.

05.0 UTILIZE OPERATIONAL SYSTEMS--The student will be able to:

05.01 Identify elements of a successful organized food service operation in relation to time, energy, money, and space.
05.02 Follow rules, regulations, and laws.
06.0 USE RECIPES--The student will be able to:

06.01 Use standardized recipes.
06.02 Calculate portion size and recipe yield.

07.0 USE AND CARE FOR COMMERCIAL TOOLS AND EQUIPMENT--The student will be able to:

07.01 Identify commercial tools and equipment.
07.02 Use and maintain commercial tools.
07.03 Use and maintain commercial equipment.

08.0 APPLY PRINCIPLES OF NUTRITION--The student will be able to:

08.01 Identify a knowledge of food and nutritional needs.

09.0 PERFORM FRONT-OF-THE HOUSE DUTIES--The student will be able to:

09.01 Perform table setup, order-taking, check presentation, bussing, serving, receiving money, and host/hostess skills.
09.02 Identify types of meal services.
09.03 Establish, set up, and maintain service stations.

10.0 PERFORM BACK-OF-THE-HOUSE DUTIES--The student will be able to:

10.01 Perform starting duties.

11.0 PREPARE FOOD AND BEVERAGE ITEMS--The student will be able to:

11.01 Prepare bake station items.
11.02 Prepare pantry station items.
11.03 Prepare fry station items.
11.04 Prepare hot station items.
11.05 Prepare beverage items.
11.06 Perform food presentation and display techniques.
11.07 Recognize standards of quality.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8515220
Course Title: Food Production and Services 2
Course Credit: 1

COURSE DESCRIPTION:

This course was developed as part of a three credit core. Students will develop competence in career and job opportunities; basic skills; work procedures; operational systems; recipes; principles of nutrition; front-of-the-house and back-of-the-house duties and food preparation.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
(CORE) COOK; HOST/HOSTESS; WAITER/WAITRESS - Industry Title

12.0 IDENTIFY CAREERS AND JOB OPPORTUNITIES--The student will be able to:

12.01 Identify duties and responsibilities in food services and hospitality.
12.02 Identify career options and ways to achieve job advancement.

13.0 APPLY BASIC SKILLS--The student will be able to:

13.01 Exhibit an understanding of technical materials/resources.
13.02 Demonstrate mathematics competencies related to the occupational task.

14.0 DEMONSTRATE PERSONAL PRODUCTIVITY--The student will be able to:

14.01 Respond to the needs of a culturally diverse workplace.
14.02 Apply techniques of evaluation for continuous improvement.
14.03 Demonstrate problem solving.
14.04 Use critical thinking strategies.

15.0 EXHIBIT SAFE, SECURE, AND SANITARY WORK PROCEDURES--The student will be able to:

15.01 Follow federal, state, and local sanitation and safety codes.

16.0 UTILIZE OPERATIONAL SYSTEMS--The student will be able to:

16.01 Perform time management techniques.
16.02 Operate within purchasing, inventory, portion control, and costing procedures.

17.0 USE RECIPES--The student will be able to:

17.01 Modify standardized recipes.

18.0 APPLY PRINCIPLES OF NUTRITION--The student will be able to:

18.01 Interpret menus to meet current dietary guidelines and nutritional requirements of individuals.

19.0 PERFORM FRONT-OF-THE-HOUSE DUTIES--The student will be able to:

19.01 Recognize the needs of diverse populations.
19.02 Perform duties to meet the needs of the customer.

20.0 PERFORM BACK-OF-THE-HOUSE DUTIES--The student will be able to:

20.01 Receive, store, and issue supplies.

21.0 PREPARE FOOD AND BEVERAGE ITEMS--The student will be able to:

21.01 Prepare bake station items.
21.02 Prepare pantry station items.
21.03 Prepare fry station items.
21.04 Prepare hot station items.
21.05 Prepare beverage items.
21.06 Perform food presentation and display techniques.
21.07 Recognize standards of quality.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8515230
Course Title: Food Production and Services 3
Course Credit: 1

COURSE DESCRIPTION:

This course was developed as part of a three credit core. Students will develop competence in career and job opportunities; basic skills; personal productivity; work procedures; operational systems; recipes; front-of-the-house duties and food preparation.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
(CORE) COOK; KITCHEN HELPER; BAKER'S HELPER; CASHIER - Industry Title

22.0 IDENTIFY CAREERS AND JOB OPPORTUNITIES--The student will be able to:

22.01 Demonstrate an understanding of entrepreneurship.
22.02 Analyze current career trends.
22.03 Identify professional associations in the food service and hospitality industry.

23.0 APPLY BASIC SKILLS--The student will be able to:

23.01 Demonstrate scientific competencies related to the occupational task.
23.02 Use computer technology to perform occupational tasks.
23.03 Maintain accurate records.

24.0 DEMONSTRATE PERSONAL PRODUCTIVITY--The student will be able to:

24.01 Explore the opportunities and value of community service.
24.02 Develop leadership skills.
24.03 Practice profitable procedures.

25.0 EXHIBIT SAFE, SECURE, AND SANITARY WORK PROCEDURES--The student will be able to:

25.01 Use acquired knowledge for the certified professional food manager exam.

26.0 UTILIZE OPERATIONAL SYSTEMS--The student will be able to:

26.01 Practice environmentally sound procedures.
26.02 Demonstrate and follow operational procedures between the front-of-the-house and back-of-the-house.

27.0 USE RECIPES--The student will be able to:

27.01 Use standardized recipes in the development of menus.

28.0 PERFORM FRONT-OF-THE-HOUSE DUTIES--The student will be able to:

28.01 Use merchandising techniques.
28.02 Analyze industry trends.

29.0 PREPARE FOOD AND BEVERAGE ITEMS--The student will be able to:

29.01 Prepare bake station items.
29.02 Prepare pantry station items.
29.03 Prepare fry station items.
29.04 Prepare hot station items.
29.05 Prepare beverage items.
29.06 Perform food presentation and display techniques.
29.07 Recognize standards of quality.

July 1997

Florida Department of Education
INTENDED OUTCOMES

Program Title: Food Management, Production And Services

	Secondary	PSAV
Program Numbers:	**8515100**	**V200403**
CIP Number:	0420.040103	0420.040103
Grade Level:	9-12, 30, 31	30, 31
Length:	7 Credits	1050 Hours
Certification:	HOMEMAKING @2 ¢7	HOMEMAKING @2 @7 G
	QUAN FOOD ¢7	GEN HME EC @2 @4
	SC FOOD SV @6 D	HOME EC 1 @2
	HME EC OCC ¢7	QUAN FOOD @7 G
	VOC HME EC @4	VOC HME EC @2 @4
	GEN HME EC @4	SC FOOD SV @6 D
	HOME EC 1 @2	HOME EC OCC @7 G

INTENDED OUTCOMES: After successfully completing appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
(CORE) FOOD PREPARATION WORKER - OES Code 65038427

01.0 Identify careers and job opportunities.
02.0 Apply basic skills.
03.0 Demonstrate personal productivity.
04.0 Exhibit safe, secure, and sanitary work procedures.
05.0 Utilize operational systems.
06.0 Use recipes.
07.0 Use and care for commercial tools and equipment.
08.0 Apply principles of nutrition.
09.0 Perform front-of-the-house duties.
10.0 Perform back-of-the-house duties.
11.0 Prepare food and beverage items.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
(CORE) COOK; HOST/HOSTESS; WAITER/WAITRESS - Industry Title

12.0 Identify careers and job opportunities.
13.0 Apply basic skills.
14.0 Demonstrate personal productivity.
15.0 Exhibit safe, secure, and sanitary work procedures.
16.0 Utilize operational systems.
17.0 Use recipes.
18.0 Apply principles of nutrition.
19.0 Perform front-of-the-house duties.
20.0 Perform back-of-the-house duties.
21.0 Prepare food and beverage items.

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OCCUPATIONAL COMPLETION POINT - DATA CODE C
(CORE)COOK; KITCHEN HELPER; BAKER'S HELPER; CASHIER - Industry Title

22.0 Identify careers and job opportunities.
23.0 Apply basic skills.
24.0 Demonstrate personal productivity.
25.0 Exhibit safe, secure, and sanitary work procedures.
26.0 Utilize operational systems.
27.0 Use recipes.
28.0 Perform front-of-the-house duties.
29.0 Prepare food and beverage items.

OCCUPATIONAL COMPLETION POINT - DATA CODE D
COOK INSTITUTIONAL OR CAFETERIA - OES Code 65028422

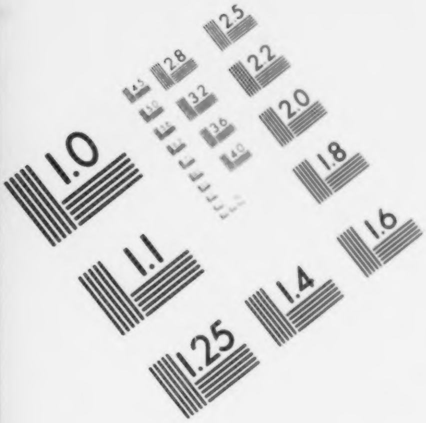
30.0 Examine career and advancement opportunities in professional cooking and baking.
31.0 Practice food identification, selection, and purchasing skills.
32.0 Practice advanced cooking and baking techniques.
33.0 Demonstrate communication skills.
34.0 Apply math skills.
35.0 Apply scientific principles in cooking and baking.
36.0 Follow time, energy, and resource management techniques.
37.0 Prepare and present food products to meet quality standards.

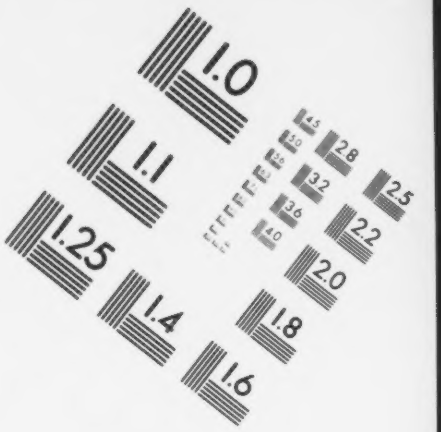
OCCUPATIONAL COMPLETION POINT - DATA CODE E
BAKERS; COOK, RESTAURANT FOOD SERVICE(COOKING AND BAKING)

38.0 Examine career and advancement opportunities in professional cooking and baking.
39.0 Practice food identification, selection, and purchasing skills.
40.0 Practice advanced cooking and baking techniques.
41.0 Demonstrate communication skills.
42.0 Apply math skills.
43.0 Apply scientific principles in cooking and baking.
44.0 Follow time, energy, and resource management techniques.
45.0 Prepare and present food products to meet quality standards.

OCCUPATIONAL COMPLETION POINT - DATA CODE F
FOOD SERVICE AND RESTAURANT MANAGER FOOD SERVICE AND MANAGEMENT I - Industry Title

46.0 Demonstrate management skills.
47.0 Comply with laws and regulations specific to the food service and hospitality industry.
48.0 Develop a business plan.
49.0 Develop menus.
50.0 Utilize cost-control techniques to maximize profitability.
51.0 Establish guidelines and policies.
52.0 Examine the physical plant.
53.0 Develop food service and hospitality marketing strategies.
54.0 Assess career opportunities in food service and hospitality management.





AIIM

Association for Information and Image Management

1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910

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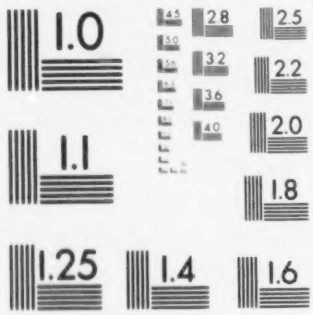
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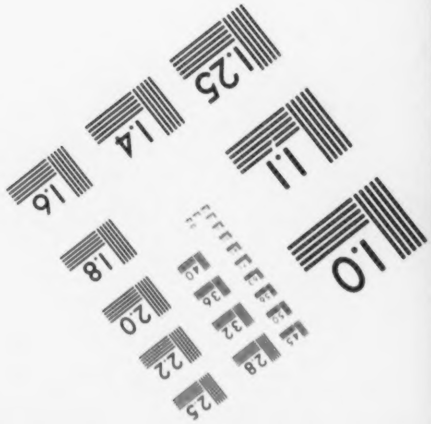

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OCCUPATIONAL COMPLETION POINT - DATA CODE G

FOOD SERVICE AND RESTAURANT MANAGER; FOOD SERVICE - DOT 187.167-106

55.0 Demonstrate management skills.
56.0 Comply with laws and regulations specific to the food service and hospitality industry.
57.0 Develop a business plan.
58.0 Develop menus.
59.0 Utilize cost-control techniques to maximize profitability.
60.0 Establish guidelines and policies.
61.0 Examine the physical plant.
62.0 Develop food service and hospitality marketing strategies.
63.0 Assess career opportunities in food service and hospitality management.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title:	Food Management, Production And Services
Secondary Number:	8515100
Postsecondary Number:	V200403

OCCUPATIONAL COMPLETION POINT - DATA CODE A

(CORE) FOOD & BEVERAGE PREPARATION AND SERVICE WORKER; FOOD PREPARATION WORKER - OES Code 65038427

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the food service and hospitality industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for food service and hospitality occupations.

02.0 APPLY BASIC SKILLS--The student will be able to:

02.01 Follow verbal and written directions.
02.02 Apply verbal and written directions.
02.03 Use verbal and nonverbal communication skills.

03.0 DEMONSTRATE PERSONAL PRODUCTIVITY--The student will be able to:

03.01 Exhibit employability skills.
03.02 Exhibit work ethics.
03.03 Maintain positive personal relationships.
03.04 Develop personal and professional etiquette.
03.05 Demonstrate the ability to function as a team member.

04.0 EXHIBIT SAFE, SECURE, AND SANITARY WORK PROCEDURES--The student will be able to:

04.01 Follow standard procedures for hazard control.
04.02 Identify first-aid procedures for accidents and injuries.
04.03 Apply sanitary procedures in maintaining the facility.
04.04 Follow the standards for infectious disease control.
04.05 Demonstrate acceptable employee health habits.
04.06 Follow sanitary procedures in food storage, preparation, packing, transport, and service.

05.0 UTILIZE OPERATIONAL SYSTEMS--The student will be able to:

05.01 Identify elements of a successful organized food service operation in relation to time, energy, money, and space.
05.02 Follow rules, regulations, and laws.

06.0 USE RECIPES--The student will be able to:

06.01 Use standardized recipes.

06.02 Calculate portion size and recipe yield.

07.0 USE AND CARE FOR COMMERCIAL TOOLS AND EQUIPMENT--The student will be able to:

07.01 Identify commercial tools and equipment.
07.02 Use and maintain commercial tools.
07.03 Use and maintain commercial equipment.

08.0 APPLY PRINCIPLES OF NUTRITION--The student will be able to:

08.01 Identify a knowledge of food and nutritional needs.

09.0 PERFORM FRONT-OF-THE HOUSE DUTIES--The student will be able to:

09.01 Perform table setup, order-taking, check presentation, bussing, serving, receiving money, and host/hostess skills.
09.02 Identify types of meal services.
09.03 Establish, set up, and maintain service stations.

10.0 PERFORM BACK-OF-THE-HOUSE DUTIES--The student will be able to:

10.01 Perform starting duties.

11.0 PREPARE FOOD AND BEVERAGE ITEMS--The student will be able to:

11.01 Prepare bake station items.
11.02 Prepare pantry station items.
11.03 Prepare fry station items.
11.04 Prepare hot station items.
11.05 Prepare beverage items.
11.06 Perform food presentation and display techniques.
11.07 Recognize standards of quality.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
(CORE) COOK; HOST/HOSTESS; WAITER/WAITRESS - Industry Title

12.0 IDENTIFY CAREERS AND JOB OPPORTUNITIES--The student will be able to:

12.01 Identify duties and responsibilities in food services and hospitality.
12.02 Identify career options and ways to achieve job advancement.

13.0 APPLY BASIC SKILLS--The student will be able to:

13.01 Exhibit an understanding of technical materials/resources.
13.02 Demonstrate mathematics competencies related to the occupational task.

14.0 DEMONSTRATE PERSONAL PRODUCTIVITY--The student will be able to:

14.01 Respond to the needs of a culturally diverse workplace.
14.02 Apply techniques of evaluation for continuous improvement.
14.03 Demonstrate problem solving.

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14.04 Use critical thinking strategies.

15.0 EXHIBIT SAFE, SECURE, AND SANITARY WORK PROCEDURES--The student will be able to:

15.01 Follow federal, state, and local sanitation and safety codes.

16.0 UTILIZE OPERATIONAL SYSTEMS--The student will be able to:

16.01 Perform time management techniques.
16.02 Operate within purchasing, inventory, portion control, and costing procedures.

17.0 USE RECIPES--The student will be able to:

17.01 Modify standardized recipes.

18.0 APPLY PRINCIPLES OF NUTRITION--The student will be able to:

18.01 Interpret menus to meet current dietary guidelines and nutritional requirements of individuals.

19.0 PERFORM FRONT-OF-THE-HOUSE DUTIES--The student will be able to:

19.01 Recognize the needs of diverse populations.
19.02 Perform duties to meet the needs of the customer.

20.0 PERFORM BACK-OF-THE-HOUSE DUTIES--The student will be able to:

20.01 Receive, store, and issue supplies.

21.0 PREPARE FOOD AND BEVERAGE ITEMS--The student will be able to:

21.01 Prepare bake station items.
21.02 Prepare pantry station items.
21.03 Prepare fry station items.
21.04 Prepare hot station items.
21.05 Prepare beverage items.
21.06 Perform food presentation and display techniques.
21.07 Recognize standards of quality.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
(CORE) COOK; KITCHEN HELPER; BAKER'S HELPER; CASHIER - Industry Title

22.0 IDENTIFY CAREERS AND JOB OPPORTUNITIES--The student will be able to:

22.01 Demonstrate an understanding of entrepreneurship.
22.02 Analyze current career trends.
22.03 Identify professional associations in the food service and hospitality industry.

23.0 APPLY BASIC SKILLS--The student will be able to:

23.01 Demonstrate scientific competencies related to the occupational task.
23.02 Use computer technology to perform occupational tasks.
23.03 Maintain accurate records.

24.0 DEMONSTRATE PERSONAL PRODUCTIVITY--The student will be able to:

24.01 Explore the opportunities and value of community service.
24.02 Develop leadership skills.
24.03 Practice profitable procedures.

25.0 EXHIBIT SAFE, SECURE, AND SANITARY WORK PROCEDURES--The student will be able to:

25.01 Use acquired knowledge for the certified professional food manager examination.

26.0 UTILIZE OPERATIONAL SYSTEMS--The student will be able to:

26.01 Practice environmentally sound procedures.
26.02 Demonstrate and follow operational procedures between the front-of-the-house and back-of-the-house.

27.0 USE RECIPES--The student will be able to:

27.01 Use standardized recipes in the development of menus.

28.0 PERFORM FRONT-OF-THE-HOUSE DUTIES--The student will be able to:

28.01 Use merchandising techniques.
28.02 Analyze industry trends.

29.0 PREPARE FOOD AND BEVERAGE ITEMS--The student will be able to:

29.01 Prepare bake station items.
29.02 Prepare pantry station items.
29.03 Prepare fry station items.
29.04 Prepare hot station items.
29.05 Prepare beverage items.
29.06 Perform food presentation and display techniques.
29.07 Recognize standards of quality.

OCCUPATIONAL COMPLETION POINT - DATA CODE D
(CORE) COOK - OES Code 65028

30.0 EXAMINE CAREER AND ADVANCEMENT OPPORTUNITIES IN PROFESSIONAL COOKING AND BAKING--The student will be able to:

30.01 Examine advancement opportunities.
30.02 Develop a personal career plan.

31.0 PRACTICE FOOD IDENTIFICATION, SELECTION, AND PURCHASING SKILLS--The student will be able to:

31.01 Identify basic food items.
31.02 Select basic food items according to standard qualities.

33.0 DEMONSTRATE COMMUNICATION SKILLS--The student will be able to do the following:

33.01 Demonstrate verbal communicated skills.
33.02 Demonstrate technical reading skills.
33.03 Use tools and equipment specific to advanced cooking and baking.

34.0 APPLY MATH SKILLS--The student will be able to:

34.01 Convert recipe yields.
34.02 Calculate portion costs.

35.0 APPLY SCIENTIFIC PRINCIPLES IN COOKING AND BAKING--The student will be able to:

35.01 Identify the physical and chemical changes in foods that result from the application of heat or cold.
35.02 Identify the effect of moisture on food.

36.0 FOLLOW TIME, ENERGY, AND RESOURCE MANAGEMENT TECHNIQUES--The student will be able to:

36.01 Demonstrate efficient time and motion techniques.
36.02 Coordinate responsibilities with those of other work stations.
36.03 Select appropriate tools and equipment for specific tasks.

37.0 PREPARE AND PRESENT FOOD PRODUCTS TO MEET QUALITY STANDARDS--The student will be able to:

37.01 Prepare and present appetizers.
37.02 Prepare and present salads
37.03 Prepare and present vegetables.
37.04 Prepare and present fruits.
37.05 Prepare and present pasta, rice, and cereals.
37.06 Prepare and present soups, stocks, and sauces.
37.07 Prepare and present sauces and gravies.
37.08 Prepare and present meats.
37.09 Prepare and present poultry.
37.10 Prepare and present fish and shellfish.
37.11 Prepare and present yeast brads.
37.12 Prepare and present pies and pastries.
37.13 Prepare and present cakes and icing.
37.14 Prepare and present specialty desserts.
37.15 Prepare and present breakfast foods.

OCCUPATIONAL COMPLETION POINT - DATA CODE E
(CORE) BAKER; COOK, RESTAURANT FOOD SERVICE (COOKING AND BAKING)

38.0 EXAMINE CAREER AND ADVANCEMENT OPPORTUNITIES IN PROFESSIONAL COOKING AND BAKING--The student will be able to:

38.01 Identify associations in professional cooking and baking.

39.0 PRACTICE FOOD IDENTIFICATION, SELECTION, AND PURCHASING SKILLS--The student will be able to:

39.01 Recognize standards of quality related to purchasing.

40.0 PRACTICE ADVANCED COOKING AND BAKING TECHNIQUES--The student will be able to:

40.01 Prepare food items to obtain maximum nutrition value.
40.02 Prepare foods for specific dietary needs.

41.0 DEMONSTRATE COMMUNICATION SKILLS--The student will be able to:

41.01 Demonstrate verbal communication skills.
41.02 Demonstrate technical reading skills.
41.03 Demonstrate technical writing skills.

42.0 APPLY MATH SKILLS--The student will be able to:

42.01 Convert recipe yields.
42.02 Calculate portion costs.

43.0 APPLY SCIENTIFIC PRINCIPLES IN COOKING AND BAKING--The student will be able to:

43.01 Explain the leavening process in baking.
43.02 Explain the principles of thickening agents.

44.0 FOLLOW TIME, ENERGY, AND RESOURCE MANAGEMENT TECHNIQUES--The student will be able to:

44.01 Demonstrate efficient time and motion techniques.
44.02 Coordinate responsibilities with those of other work stations.
44.03 Select appropriate tools and equipment for specific tasks.

45.0 PREPARE AND PRESENT FOOD PRODUCTS TO MEET QUALITY STANDARDS--The student will be able to:

45.01 Prepare and present appetizers.
45.02 Prepare and present salads.
45.03 Prepare and present vegetables.
45.04 Prepare and present fruits.
45.05 Prepare and present pasta, rice, and cereals.
45.06 Prepare and present soups, stocks, and sauces.
45.07 Prepare and present sauces and gravies.
45.08 Prepare and present meats.
45.09 Prepare and present poultry.
45.10 Prepare and present fish and shellfish.
45.11 Prepare and present yeast brads.
45.12 Prepare and present pies and pastries.
45.13 Prepare and present cakes and icing.

45.14 Prepare and present specialty desserts.
45.15 Prepare and present breakfast foods.

OCCUPATIONAL COMPLETION POINT - DATA CODE F

(CORE) FOOD SERVICE AND RESTAURANT MANAGER FOOD SERVICE AND MANAGEMENT 1 - Industry Title

46.0 DEMONSTRATE MANAGEMENT SKILLS--The student will be able to:

46.01 Identify characteristics of an effective manager.
46.02 Examine management skills.
46.03 Demonstrate effective communication skills.
46.04 Use positive reinforcement techniques to increase productivity.

47.0 COMPLY WITH LAWS AND REGULATIONS SPECIFIC TO THE FOOD SERVICE AND HOSPITALITY INDUSTRY--The student will be able to:

47.01 Identify food service and hospitality laws and regulations to include OSHA, America Disabilities Act, and the Certified Professional Food Manager.

48.0 DEVELOP A BUSINESS PLAN--The student will be able to:

48.01 Identify the elements of a business plan to include vision, goals, strategies, and action plans.

49.0 DEVELOP MENUS--The student will be able to:

49.01 Examine the role of the menu.
49.02 Examine pricing strategies.
49.03 Examine menu formats.

50.0 UTILIZE COST-CONTROL TECHNIQUES TO MAXIMIZE PROFITABILITY--The student will be able to:

50.01 Identify computer software available for food service and hospitality management.
50.02 Develop an accounting and record-keeping system using selected software.
50.03 Develop a purchasing, receiving, storing, and inventory system.

51.0 ESTABLISH GUIDELINES AND POLICIES--The student will be able to:

51.01 Develop employee guidelines such as job descriptions, training, and scheduling.
51.02 Establish alcohol and drug policies.
51.03 Develop a purchasing, receiving, storing, and inventory system.

52.0 EXAMINE THE PHYSICAL PLANT--The student will be able to:

52.01 Analyze the impact of location on the operation.
52.02 Develop a layout design for a food service or hospitality unit to include interior and exterior components.
52.03 Develop a reconfiguration plan for an existing facility.

53.0 DEVELOP FOOD SERVICE AND HOSPITALITY MARKETING STRATEGIES--The student will be able to:

53.01 Identify basic economic and marketing strategies.
53.02 Analyze trends in the food service and hospitality industry.

54.0 ASSESS CAREER OPPORTUNITIES IN FOOD SERVICE AND HOSPITALITY MANAGEMENT--The student will be able to:

54.01 Investigate the history of the food service and hospitality industry.
54.02 Analyze trends in management styles in the food service and hospitality industry.
54.03 Explain the benefits of membership in professional associations.

OCCUPATIONAL COMPLETION POINT - DATA CODE G
(CORE) FOOD SERVICE AND RESTAURANT MANAGER; FOOD SERVICE - DOT 187.167-106

55.0 DEMONSTRATE MANAGEMENT SKILLS--The student will be able to:

55.01 Interview and select applicants.
55.02 Follow stress management techniques.
55.03 Develop personal and professional etiquette.

56.0 COMPLY WITH LAWS AND REGULATIONS SPECIFIC TO THE FOOD SERVICE AND HOSPITALITY INDUSTRY--The student will be able to:

56.01 Establish procedures for compliance.

57.0 DEVELOP A BUSINESS PLAN--The student will be able to:

57.01 Create a business plan.

58.0 DEVELOP MENUS--The student will be able to:

58.01 Develop a menu.
58.02 Analyze menus for profitability.

59.0 UTILIZE COST CONTROL TECHNIQUES TO MAXIMIZE--The student will be able to:

59.01 Conduct a labor-cost analysis.
59.02 Conduct a beverage-cost analysis.
59.03 Conduct a food-cost analysis.
59.04 Examine loss prevention factors such as safety, sanitation, food handling, ware handling, maintenance, insurance, and environmental effects.
59.05 Interpret profit and loss statements.
59.06 Identify the responsibility of each individual to be held accountable for profitability.

60.0 ESTABLISH GUIDELINES AND POLICIES--The student will be able to:

60.01 Establish employee compensation and benefits guidelines.
60.02 Establish standards of conduct.
61.03 Establish guest relations guidelines and policies.

61.0 EXAMINE THE PHYSICAL PLANT--The student will be able to:

61.01 Examine a food service or hospitality unit to determine compliance with current laws and regulations.
61.02 Identify security needs and requirements for a food service or hospitality property.
61.03 Identify factors in maintaining and repairing facilities and equipment.

62.0 DEVELOP FOOD SERVICE AND HOSPITALITY MARKETING STRATEGIES--The student will be able to:

62.01 Examine principles of art and design to increase aesthetics and profitability of service.
62.02 Examine advertising strategies.
62.03 Examine the use of auxiliary services in providing special function.

63.0 ASSESS CAREER OPPORTUNITIES IN FOOD SERVICE AND HOSPITALITY MANAGEMENT--The student will be able to:

63.01 Demonstrate an understanding of entrepreneurship.
63.02 Identify food and hospitality-related enterprises and their impact on the industry.

Program: **Food Management,Production and Services**

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8515210
Course Title: Food Production and Services 1
Course Credit: 1

COURSE DESCRIPTION:

This course was developed as part of a three credit core. Students will develop competence in career and job opportunities; basic food skills; personal productivity; safe, secure and sanitary work procedures; operational systems; recipes; commercial tools and equipment; principles of nutrituon; front-of-the-house duties; back-of-the house duties; food and beverage preparation.

OCCUPATIONAL COMPLETION POINT - DATA CODE A

(CORE) FOOD & BEVERAGE PREPARATION AND SERVICE WORKER; FOOD PREPARATION WORKER - OES Code 65038427

01.0 IDENTIFY CAREER AND JOB OPPORTUNITIES--The student will be able to:

01.01 Identify occupations in the food service and hospitality industry.
01.02 Identify resources for a job search.
01.03 Identify levels of training required for food service and hospitality occupations.

02.0 APPLY BASIC SKILLS--The student will be able to:

02.01 Follow verbal and written directions.
02.02 Apply verbal and written directions.
02.03 Use verbal and nonverbal communication skills.

03.0 DEMONSTRATE PERSONAL PRODUCTIVITY--The student will be able to:

03.01 Exhibit employability skills.
03.02 Exhibit work ethics.
03.03 Maintain positive personal relationships.
03.04 Develop personal and professional etiquette.
03.05 Demonstrate the ability to function as a team member.

04.0 EXHIBIT SAFE, SECURE, AND SANITARY WORK PROCEDURES--The student will be able to:

04.01 Follow standard procedures for hazard control.
04.02 Identify first-aid procedures for accidents and injuries.
04.03 Apply sanitary procedures in maintaining the facility.
04.04 Follow the standards for infectious disease control.
04.05 Demonstrate acceptable employee health habits.
04.06 Follow sanitary procedures in food storage, preparation, packing, transport, and service.

05.0 UTILIZE OPERATIONAL SYSTEMS--The student will be able to:

- 05.01 Identify elements of a successful organized food service operation in relation to time, energy, money, and space.
- 05.02 Follow rules, regulations, and laws.

06.0 USE RECIPES--The student will be able to:

- 06.01 Use standardized recipes.
- 06.02 Calculate portion size and recipe yield.

07.0 USE AND CARE FOR COMMERCIAL TOOLS AND EQUIPMENT--The student will be able to:

- 07.01 Identify commercial tools and equipment.
- 07.02 Use and maintain commercial tools.
- 07.03 Use and maintain commercial equipment.

08.0 APPLY PRINCIPLES OF NUTRITION--The student will be able to:

- 08.01 Identify a knowledge of food and nutritional needs.

09.0 PERFORM FRONT-OF-THE HOUSE DUTIES--The student will be able to:

- 09.01 Perform table setup, order-taking, check presentation, bussing, serving, receiving money, and host/hostess skills.
- 09.02 Identify types of meal services.
- 09.03 Establish, set up, and maintain service stations.

10.0 PERFORM BACK-OF-THE-HOUSE DUTIES--The student will be able to:

- 10.01 Perform starting duties.

11.0 PREPARE FOOD AND BEVERAGE ITEMS--The student will be able to:

- 11.01 Prepare bake station items.
- 11.02 Prepare pantry station items.
- 11.03 Prepare fry station items.
- 11.04 Prepare hot station items.
- 11.05 Prepare beverage items.
- 11.06 Perform food presentation and display techniques.
- 11.07 Recognize standards of quality.

Program: Food Management, Production and Services

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8515220
Course Title: Food Production and Services 2
Course Credit: 1

COURSE DESCRIPTION:

This course was developed as part of a three credit core. Students will develop competence in career and job opportunities; basic skills; work procedures; operational systems; recipes; principles of nutrition; front-of-the-house and back-of-the-house duties and food preparation.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
(CORE) COOK; HOST/HOSTESS; WAITER/WAITRESS - Industry Title

12.0 IDENTIFY CAREERS AND JOB OPPORTUNITIES--The student will be able to:

- 12.01 Identify duties and responsibilities in food services and hospitality.
- 12.02 Identify career options and ways to achieve job advancement.

13.0 APPLY BASIC SKILLS--The student will be able to:

- 13.01 Exhibit an understanding of technical materials/resources.
- 13.02 Demonstrate mathematics competencies related to the occupational task.

14.0 DEMONSTRATE PERSONAL PRODUCTIVITY--The student will be able to:

- 14.01 Respond to the needs of a culturally diverse workplace.
- 14.02 Apply techniques of evaluation for continuous improvement.
- 14.03 Demonstrate problem solving.
- 14.04 Use critical thinking strategies.

15.0 EXHIBIT SAFE, SECURE, AND SANITARY WORK PROCEDURES--The student will be able to:

- 15.01 Follow federal, state, and local sanitation and safety codes.

16.0 UTILIZE OPERATIONAL SYSTEMS--The student will be able to:

- 16.01 Perform time management techniques.
- 16.02 Operate within purchasing, inventory, portion control, and costing procedures.

17.0 USE RECIPES--The student will be able to:

- 17.01 Modify standardized recipes.

18.0 APPLY PRINCIPLES OF NUTRITION--The student will be able to:

18.01 Interpret menus to meet current dietary guidelines and nutritional requirements of individuals.

19.0 PERFORM FRONT-OF-THE-HOUSE DUTIES--The student will be able to:

19.01 Recognize the needs of diverse populations.
19.02 Perform duties to meet the needs of the customer.

20.0 PERFORM BACK-OF-THE-HOUSE DUTIES--The student will be able to:

20.01 Receive, store, and issue supplies.

21.0 PREPARE FOOD AND BEVERAGE ITEMS--The student will be able to:

21.01 Prepare bake station items.
21.02 Prepare pantry station items.
21.03 Prepare fry station items.
21.04 Prepare hot station items.
21.05 Prepare beverage items.
21.06 Perform food presentation and display techniques.
21.07 Recognize standards of quality.

Program: **Food Management,Production and Services**

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8515230
Course Title: Food Production and Services 3
Course Credit: 1

COURSE DESCRIPTION:

This course was developed as part of a three credit core. Students will develop competence in career and job opportunities; basic skills; personal productivity; work procedures; operational systems; recipes; front-of-the-house duties and food preparation.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
(CORE) COOK; KITCHEN HELPER; BAKER'S HELPER; CASHIER - Industry Title

22.0 IDENTIFY CAREERS AND JOB OPPORTUNITIES--The student will be able to:

- 22.01 Demonstrate an understanding of entrepreneurship.
- 22.02 Analyze current career trends.
- 22.03 Identify professional associations in the food service and hospitality industry.

23.0 APPLY BASIC SKILLS--The student will be able to:

- 23.01 Demonstrate scientific competencies related to the occupational task.
- 23.02 Use computer technology to perform occupational tasks.
- 23.03 Maintain accurate records.

24.0 DEMONSTRATE PERSONAL PRODUCTIVITY--The student will be able to:

- 24.01 Explore the opportunities and value of community service.
- 24.02 Develop leadership skills.
- 24.03 Practice profitable procedures.

25.0 EXHIBIT SAFE, SECURE, AND SANITARY WORK PROCEDURES--The student will be able to:

- 25.01 Use acquired knowledge for the certified professional food manager exam.

26.0 UTILIZE OPERATIONAL SYSTEMS--The student will be able to:

- 26.01 Practice environmentally sound procedures.
- 26.02 Demonstrate and follow operational procedures between the front-of-the-house and back-of-the-house.

27.0 USE RECIPES--The student will be able to:

- 27.01 Use standardized recipes in the development of menus.

28.0 PERFORM FRONT-OF-THE-HOUSE DUTIES--The student will be able to:

28.01 Use merchandising techniques.
28.02 Analyze industry trends.

29.0 PREPARE FOOD AND BEVERAGE ITEMS--The student will be able to:

29.01 Prepare bake station items.
29.02 Prepare pantry station items.
29.03 Prepare fry station items.
29.04 Prepare hot station items.
29 05 Prepare beverage items.
29.06 Perform food presentation and display techniques.
29.07 Recognize standards of quality.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8515110
Course Title: Food Management, Production and Services 4
Course Credit: 1

COURSE DESCRIPTION:

This course was developed for students to develop competence in career advancement opportunities; food identification, selection and purchasing; advanceced cooking and baking skills; communication skills; math skill; scientific principles of cooking and baking and quality standards of food preparation and presentation.

OCCUPATIONAL COMPLETION POINT - DATA CODE D
(CORE) COOK - OES Code 65028422

30.0 EXAMINE CAREER AND ADVANCEMENT OPPORTUNITIES IN PROFESSIONAL COOKING AND BAKING--The student will be able to:

30.01 Examine advancement opportunities.
30.02 Develop a personal career plan.

31.0 PRACTICE FOOD IDENTIFICATION, SELECTION, AND PURCHASING SKILLS--The student will be able to:

31.01 Identify basic food items.
31.02 Select basic food items according to standard qualities.

33.0 DEMONSTRATE COMMUNICATION SKILLS--The student will be able to do the following:

33.01 Demonstrate verbal communicated skills.
33.02 Demonstrate technical reading skills.
33.03 Use tools and equipment specific to advanced cooking and baking.

34.0 APPLY MATH SKILLS--The student will be able to:

34.01 Convert recipe yields.
34.02 Calculate portion costs.

35.0 APPLY SCIENTIFIC PRINCIPLES IN COOKING AND BAKING--The student will be able to:

35.01 Identify the physical and chemical charges in foods that result from the application of heat or cold.
35.02 Identify the effect of moisture on food.

36.0 FOLLOW TIME, ENERGY, AND RESOURCE MANAGEMENT TECHNIQUES--The student will be able to:

36.01 Demonstrate efficient time and motion techniques.
36.02 Coordinate responsibilities with those of other work stations.
36.03 Select appropriate tools and equipment for specific tasks.

37.0 PREPARE AND PRESENT FOOD PRODUCTS TO MEET QUALITY STANDARDS--The student will be able to:

37.01 Prepare and present appetizers.
37.02 Prepare and present salads
37.03 Prepare and present vegetables.
37.04 Prepare and present fruits.
37.05 Prepare and present pasta, rice, and cereals.
37.06 Prepare and present soups, stocks, and sauces.
37.07 Prepare and present sauces and gravies.
37.08 Prepare and present meats.
37.09 Prepare and present poultry.
37.10 Prepare and present fish and shellfish.
37.11 Prepare and present yeast brads.
37.12 Prepare and present pies and pastries.
37.13 Prepare and present cakes and icing.
37.14 Prepare and present specialty desserts.
37.15 Prepare and present breakfast foods.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8515111
Course Title: Food Management, Production and Services 5
Course Credit: 1

COURSE DESCRIPTION:

This course was developed for students to develop competence in advanced opportunities in professional cooking; identification, selection and purchasing food; advanced cooking skills; math skills; scientific principles of cooking and baking; management techniques; and food presentation.

OCCUPATIONAL COMPLETION POINT - DATA CODE E
(CORE) BAKER; COOK, RESTAURANT FOOD SERVICE (COOKING AND BAKING)

38.0 EXAMINE CAREER AND ADVANCEMENT OPPORTUNITIES IN PROFESSIONAL COOKING AND BAKING--The student will be able to:

38.01 Identify associations in professional cooking and baking.

39.0 PRACTICE FOOD IDENTIFICATION, SELECTION, AND PURCHASING SKILLS--The student will be able to:

39.01 Recognize standards of quality related to purchasing.

40.0 PRACTICE ADVANCED COOKING AND BAKING TECHNIQUES--The student will be able to:

40.01 Prepare food items to obtain maximum nutrition value.
40.02 Prepare foods for specific dietary needs.

41.0 DEMONSTRATE COMMUNICATION SKILLS--The student will be able to:

41.01 Demonstrate verbal communication skills.
41.02 Demonstrate technical reading skills.
41.03 Demonstrate technical writing skills.

42.0 APPLY MATH SKILLS--The student will be able to:

42.01 Convert recipe yields.
42.02 Calculate portion costs.

43.0 APPLY SCIENTIFIC PRINCIPLES IN COOKING AND BAKING--The student will be able to:

43.01 Explain the leavening process in baking.
43.02 Explain the principles of thickening agents.

44.0 FOLLOW TIME, ENERGY, AND RESOURCE MANAGEMENT TECHNIQUES--The student will be able to:

44.01 Demonstrate efficient time and motion techniques.
44.02 Coordinate responsibilities with those of other work stations.
44.03 Select appropriate tools and equipment for specific tasks.

45.0 PREPARE AND PRESENT FOOD PRODUCTS TO MEET QUALITY STANDARDS--The student will be able to:

45.01 Prepare and present appetizers.
45.02 Prepare and present salads.
45.03 Prepare and present vegetables.
45.04 Prepare and present fruits.
45.05 Prepare and present pasta, rice, and cereals.
45.06 Prepare and present soups, stocks, and sauces.
45.07 Prepare and present sauces and gravies.
45.08 Prepare and present meats.
45.09 Prepare and present poultry.
45.10 Prepare and present fish and shellfish.
45.11 Prepare and present yeast breads.
45.12 Prepare and present pies and pastries.
45.13 Prepare and present cakes and icing.
45.14 Prepare and present specialty desserts.
45.15 Prepare and present breakfast foods.

Program: Food Management, Production and Services

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8515112
Course Title: Food Management, Production and Services 6
Course Credit: 1

COURSE DESCRIPTION:

This course was developed for students to develop competence in advanced opportunities in professional cooking; identification, selection and purchasing food; advanced cooking skills; math skills; scientific principles of cooking and baking; management techniques; and food presentation.

OCCUPATIONAL COMPLETION POINT - DATA CODE F

(CORE) FOOD SERVICE AND RESTAURANT MANAGER FOOD SERVICE AND MANAGEMENT 1 - Industry Title

46.0 DEMONSTRATE MANAGEMENT SKILLS--The student will be able to:

46.01 Identify characteristics of an effective manager.
46.02 Examine management skills.
46.03 Demonstrate effective communication skills.
46.04 Use positive reinforcement techniques to increase productivity.

47.0 COMPLY WITH LAWS AND REGULATIONS SPECIFIC TO THE FOOD SERVICE AND HOSPITALITY INDUSTRY--The student will be able to:

47.01 Identify food service and hospitality laws and regulations to include OSHA, America Disabilities Act, and the Certified Professional Food Manager.

48.0 DEVELOP A BUSINESS PLAN--The student will be able to:

48.01 Identify the elements of a business plan to include vision, goals, strategies, and action plans.

49.0 DEVELOP MENUS--The student will be able to:

49.01 Examine the role of the menu.
49.02 Examine pricing strategies.
49.03 Examine menu formats.

50.0 UTILIZE COST-CONTROL TECHNIQUES TO MAXIMIZE PROFITABILITY--The student will be able to:

50.01 Identify computer software available for food service and hospitality management.
50.02 Develop an accounting and record-keeping system using selected software.
50.03 Develop a purchasing, receiving, storing, and inventory system.

51.0 ESTABLISH GUIDELINES AND POLICIES--The student will be able to:

51.01 Develop employee guidelines such as job descriptions, training, and scheduling.

51.02 Establish alcohol and drug policies.
51.03 Develop a purchasing, receiving, storing, and inventory system.

52.0 EXAMINE THE PHYSICAL PLANT--The student will be able to:

52.01 Analyze the impact of location on the operation.
52.02 Develop a layout design for a food service or hospitality unit to include interior and exterior components.
52.03 Develop a reconfiguration plan for an existing facility.

53.0 DEVELOP FOOD SERVICE AND HOSPITALITY MARKETING STRATEGIES--The student will be able to:

53.01 Identify basic economic and marketing strategies.
53.02 Analyze trends in the food service and hospitality industry.

54.0 ASSESS CAREER OPPORTUNITIES IN FOOD SERVICE AND HOSPITALITY MANAGEMENT--The student will be able to:

54.01 Investigate the history of the food service and hospitality industry.
54.02 Analyze trends in management styles in the food service and hospitality industry.
54.03 Explain the benefits of membership in professional associations.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8515113
Course Title: Food Management, Production and Services 7
Course Credit: 1

COURSE DESCRIPTION:

This course was developed for students to develop competence in management skills; food service and hospitality laws and regulations; business plans; menus; cost control techniques; guidelines and policies; physical plant layouts; marketing strategies; and career opportunities.

OCCUPATIONAL COMPLETION POINT - DATA CODE G

(CORE) FOOD SERVICE AND RESTAURANT MANAGER; FOOD SERVICE - DOT 187.167-106

55.0 DEMONSTRATE MANAGEMENT SKILLS--The student will be able to:

- 55.01 Interview and select applicants.
- 55.02 Follow stress management techniques.
- 55.03 Develop personal and professional etiquette.

56.0 COMPLY WITH LAWS AND REGULATIONS SPECIFIC TO THE FOOD SERVICE AND HOSPITALITY INDUSTRY--The student will be able to:

- 56.01 Establish procedures for compliance.

57.0 DEVELOP A BUSINESS PLAN--The student will be able to:

- 57.01 Create a business plan.

58.0 DEVELOP MENUS--The student will be able to:

- 58.01 Develop a menu.
- 58.02 Analyze menus for profitability.

59.0 UTILIZE COST CONTROL TECHNIQUES TO MAXIMIZE--The student will be able to:

- 59.01 Conduct a labor-cost analysis.
- 59.02 Conduct a beverage-cost analysis.
- 59.03 Conduct a food-cost analysis.
- 59.04 Examine loss prevention factors such as safety, sanitation, food handling, ware handling, maintenance, insurance, and environmental effects.
- 59.05 Interpret profit and loss statements.
- 59.06 Identify the responsibility of each individual to be held accountable for profitability.

60.0 ESTABLISH GUIDELINES AND POLICIES--The student will be able to:

60.01 Establish employee compensation and benefits guidelines.
60.02 Establish standards of conduct.
61.03 Establish guest relations guidelines and policies.

61.0 EXAMINE THE PHYSICAL PLANT--The student will be able to:

61.01 Examine a food service or hospitality unit to determine compliance with current laws and regulations.
61.02 Identify security needs and requirements for a food service or hospitality property.
61.03 Identify factors in maintaining and repairing facilities and equipment.

62.0 DEVELOP FOOD SERVICE AND HOSPITALITY MARKETING STRATEGIES--The student will be able to:

62.01 Examine principles of art and design to increase aesthetics and profitability of service.
62.02 Examine advertising strategies.
62.03 Examine the use of auxiliary services in providing special function.

63.0 ASSESS CAREER OPPORTUNITIES IN FOOD SERVICE AND HOSPITALITY MANAGEMENT--The student will be able to:

63.01 Demonstrate an understanding of entrepreneurship.
63.02 Identify food and hospitality-related enterprises and their impact on the industry.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Home and Family Management
Occupational Area:	Family and Consumer Sciences
	PSAV
Program Numbers	**C200101**
CIP Number	0920.010100
Grade Level	30, 31
Length	150 hours
Certification	GEN HME EC @2 @4 VOC HME EC @2 @4 HOMEMAKING @2 @7 G HME EC OCC @7 G HOME EC 1 @ 2

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this program is to prepare students for occupation of homemaker (309.354-010), realizing the dual roles of males and females as homemakers-wage earners, and emphasizing the acquisition of knowledge and the development of attitudes, and skills relevant to individual and family life or to provide supplemental training for persons in the occupation of homemaker.

The content includes, but is not limited to, the establishment and maintenance of a satisfying home and family life, including decision making regarding human and material resources; social and economic influences on individual and family management; values, goals, and standards; family economics; and the organization of activities in the home as a means of successfully combining the roles of homemaker and wage-earner.

In order to provide for the needs of adult students, the Home and Family Management program at the postsecondary level may be divided into 45 clock hour courses with the following suggested titles:

Parenting in the Family
Personal and Family Relationships
Housing, Home Maintenance and Repair
Computers in the Home
Family Clothing and Household Textiles
Entrepreneurship in the Home
Family Nutrition and Foods
Family Finance and Resource Management

II. **LABORATORY ACTIVITIES**: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in the use of equipment including large and small kitchen equipment, laundry, and cleaning equipment, sewing machines, personal computers, and software.

III. **SPECIAL NOTE**: Future Homemakers of America/Home Economics Related Occupations is the appropriate vocational student organization for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the

activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

The particular outcomes and student performance standards which the students with disabilities must master to earn credit must be specified in the student's individual educational plan (IEP).

Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The concern for balancing work and family responsibilities is addressed as an employability skills.

This program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

In accordance with Rule 6A.10.040 FAC., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

The typical length of this program for the average achieving student is 150 hours.

IV. **INTENDED OUTCOMES**: After successfully completing this program, the student will be able to:

01.0 Analyze the physical, emotional, intellectual and social growth and development of family members.
02.0 Manage interpersonal relationships.
03.0 Plan for child care and parenting.
04.0 Manage human and material resources.
05.0 Provide for health, safety, and security.
06.0 Manage finances for the home and family.
07.0 Plan, prepare and serve nutritious foods.
08.0 Plan, provide, and care for clothing.
09.0 Organize, plan, and perform household tasks including home maintenance and repairs.
10.0 Plan for housing and home furnishings.
11.0 Demonstrate leadership and organizational skills.
12.0 Demonstrate appropriate basic skills essential to working in Home and Family Management.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Home And Family Management
Secondary Number: 8500610
Postsecondary Number: C200101

01.0 ANALYZE THE PHYSICAL, EMOTIONAL, INTELLECTUAL AND SOCIAL GROWTH AND DEVELOPMENT OF FAMILY MEMBERS--The student will be able to:

01.01 Identify the levels of basic human needs as outlined by Maslow's Hierarchy and discuss how each level affects personal development.
01.02 Describe factors that influence personality development including heredity and environment.
01.03 State how a positive self-concept helps build good relationships with peers and parents; success at school and on the job.
01.04 Identify the components of high self-concept or low self-concept.
01.05 Analyze varying family structures and identify ways that families differ.
01.06 Describe family roles and responsibilities and discuss the importance of each family member's part in daily household duties.

02.0 MANAGE INTERPERSONAL RELATIONSHIPS--The student will be able to:

02.01 Demonstrate effective listening techniques.
02.02 Describe nonverbal and verbal communication and their implications.
02.03 Define stress and a stressor.
02.04 Plan family leisure time activities that would be enriching for all family members.
02.05 Describe ways tobacco, alcohol, and drug abuse affect children and family life.
02.06 Compile a list of community support systems and organizations that help individuals and families.
02.07 Use problem-solving techniques to resolve family conflicts.

03.0 PLAN FOR CHILD CARE AND PARENTING--The student will be able to:

03.01 Describe responsibilities of parenting and child care.
03.02 Define bonding and its impact on the development of the child.
03.03 Define role model and describe how a role model may contribute to the development of a child.
03.04 Outline the physical and motor development of children from birth to age five years.
03.05 Identify activities which will stimulate intellectual, physical, emotional and social development in a child at a given age.
03.06 Evaluate toys for safety and appropriateness.

03.07 Describe ways parents can develop and maintain an open relationship with children.
03.08 Develop a list of sources for prenatal care, child development information and care including information on choosing child care services.
03.09 Identify ways to foster positive social and emotional development in children.

04.0 MANAGE HUMAN AND MATERIAL RESOURCES--The student will be able to:

04.01 Outline the steps involved in the decision-making process.
04.02 Identify a goal statement and set short-term and long-term objectives.
04.03 Describe how values, goals, and behaviors are developed and interrelated.
04.04 Explain principles of management as they relate to human and material resources.

05.0 PROVIDE FOR HEALTH, SAFETY AND SECURITY--The student will be able to:

05.01 Develop a list of home safety rules.
05.02 Develop a family plan for emergencies in the areas of special health needs, fire, accidents, and natural disasters.
05.03 Develop a list of community emergency services and first-aid supplies for family use.
05.04 Develop a list of basic first-aid supplies used for minor household emergencies.

06.0 MANAGE FINANCES FOR THE HOME AND FAMILY--The student will be able to:

06.01 Define economic indicators and their impact on individual and family spending.
06.02 Identify money-saving techniques and ways to increase income.
06.03 Compare differences in cash versus credit purchases.
06.04 Describe the steps in establishing checking and savings accounts.
06.05 Develop a family budget.
06.06 Develop guidelines for a family possession inventory for insurance purposes.
06.07 Describe various insurance needs for individuals and families.
06.08 Develop a record-keeping system for tax purposes.
06.09 Demonstrate appropriate telephone use for personal and business calls.
06.10 Use appropriate paragraph structure, correct spelling and standard letter form for consumer inquiries.

07.0 PLAN, PREPARE, AND SERVE NUTRITIOUS FOOD--The student will be able to:

07.01 Plan and prepare nutritionally balanced menus.
07.02 Describe comparison shopping techniques.
07.03 Explain how food preferences and special dietary needs affect family food choices.
07.04 Plan menus using convenience foods.

07.05 Develop a "food-shelf" plan for meeting emergency needs of the family.
07.06 Demonstrate table settings for a variety of eating occasions.
07.07 Identify a nutritionally balanced meal from a fast food restaurant and a family food service establishment.
07.08 Identify rules of etiquette for serving and eating food.

08.0 PLAN, PROVIDE, AND CARE FOR CLOTHING--The student will be able to:

08.01 Use the principles of wardrobe planning to provide for individual and family clothing needs.
08.02 Operate and care for a sewing machine.
08.03 Make simple garment repairs.
08.04 Use a basic commercial pattern to construct a garment.
08.05 Use the fabric-care instructions found on garments.
08.06 Identify maintenance skills in caring for a personal wardrobe.

09.0 ORGANIZE, PLAN, AND PERFORM HOUSEHOLD TASKS, INCLUDING HOME MAINTENANCE AND REPAIRS--The student will be able to:

09.01 Select and use cleaning supplies and materials for basic interior/exterior house cleaning and maintenance.
09.02 Develop a cleaning schedule that incorporates time-saving methods for cleaning the home.
09.03 Identify professional cleaning services.
09.04 Develop a plan for storing cleaning supplies.
09.05 Use the washer and dryer in caring for household fabrics.
09.06 Use sanitary and recycling procedures for the disposal of trash and garbage.
09.07 Develop a "do-it-yourself" file for home maintenance and repairs.
09.08 Develop a filing system for home-care and maintenance records.

10.0 PLAN FOR HOUSING AND HOME FURNISHINGS--The student will be able to:

10.01 Identify housing costs.
10.02 Identify types of housing and family-housing requirements.
10.03 Identify and interpret insurance and legal responsibilities in providing housing.
10.04 Explain factors that affect utility costs for families.
10.05 Identify energy-saving techniques.
10.06 Develop guidelines for selecting and acquiring household furnishings.

11.0 DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS--The student will be able to:

11.01 Identify vocational student organizations related to family life.
11.02 Identify purposes and functions of vocational student organizations.
11.03 Identify roles and responsibilities of members.
11.04 Work cooperatively as a group member to achieve organizational goals.

11.05 Demonstrate confidence in leadership roles and organizational responsibilities.
11.06 Demonstrate commitment to achieve organizational goals.
11.07 Develop a personal-growth project.
11.08 Investigate competitive events for vocational youth organizations.

12.0 DEMONSTRATE APPROPRIATE BASIC SKILLS ESSENTIAL TO WORKING IN HOME AND FAMILY MANAGEMENT--The student will be able to:

12.01 Identify the mathematics knowledge, skills, and attitudes necessary to perform the occupation of homemaking.
12.02 Identify the communication knowledge, skills, and attitudes necessary to perform the occupation tasks for homemaking.
12.03 Identify the scientific skills, knowledge, and attitudes necessary to perform the occupation tasks for homemaking.

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Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Interior Decor Fabrication
Program Type:	Job Preparatory
Occupational Area:	Family And Consumer Sciences
Components	Three Occupational Completion Points

	Secondary	PSAV
Program Numbers	**8521040**	**V200505**
CIP Number	0420050210	0420050210
Grade Level	9-12, 30, 31	30, 31
Length	3.0	1050 hours
Facility Code	203	203
VSO	FHA/HERO	HERO
Co-op Method	Yes	Yes
Apprenticeship	Yes	Yes
Certification		
	HOMEMAKING @2 ¢7	HOMEMAKING @2 @7 G
	VOC HME EC @4	VOC HME EC @2 @4
	HOME EC 1 @2	HOME EC 1 @2
	HME EC OCC ¢7	HME EC OCC @7 G
	GEN HME EC @4	GEN HME EC @2 @4
Basic-Skills		
Math		9
Language		8
Reading		8

I. **PURPOSE:** The purpose of this program is to prepare students for employment or advanced training in the interior-decorating fabrication industry. This program also provides supplemental training for persons previously or currently employed in the interior-decorating fabrication industry.

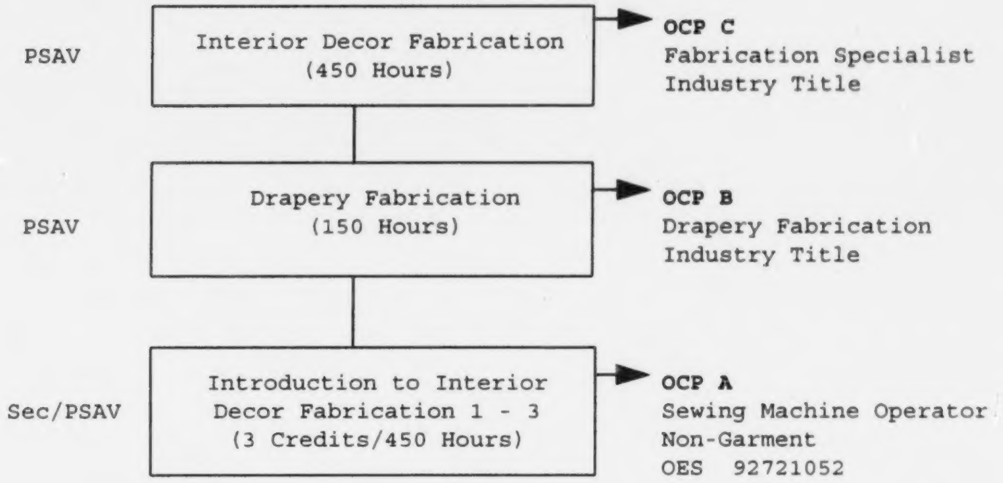
This program focuses on broad, transferable skills, stresses the understanding of all aspects of the interior-decorating fabrication industry, and demonstrates such elements of the industry as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

II. **PROGRAM STRUCTURE:** This program is a planned sequence of instruction consisting of three occupational completion points. The recommended sequence allows students to complete specified portions of the program for employment or to remain for advanced training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or terminate as an occupational completer.

Introduction to Interior Decor Fabrication 1 through 3 may be offered at both secondary and postsecondary adult vocational (PSAV) levels. However, Drapery Fabrication and Interior Decor Fabrication are recommended for PSAV only.

The following diagram illustrates the program structure:

INTERIOR DECOR FABRICATION PROGRAM


PSAV
Interior Decor Fabrication
(450 Hours)
OCP C
Fabrication Specialist
Industry Title
PSAV
Drapery Fabrication
(150 Hours)
OCP B
Drapery Fabrication
Industry Title
Sec/PSAV
Introduction to Interior
Decor Fabrication 1 - 3
(3 Credits/450 Hours)
OCP A
Sewing Machine Operator
Non-Garment
OES 92721052

At the secondary level, only the Interior Decor Fabrication core is offered as follows:

8521041 - Introduction to Interior Decor Fabrication 1
8521042 - Introduction to Interior Decor Fabrication 2
8521043 - Introduction to Interior Decor Fabrication 3

III. **Laboratory Activities**: Classroom, shop and laboratory activities and computer-aided design systems are integral parts fo this program. These activities include training in the general maintenance and safe use of all equipment and resources. A generic equipment list for this program is available.

IV. **SPECIAL NOTES**: FHA/HERO (Future Homemakers of America/Home Economics Related Occupations) is the appropriate vocational student organization (VSO) for providing leadership training and for reinforcing specific vocational skills. Vocational Student Organizations, when provided, shall be an integral part of the vocational instructional program, and the activities of such organizations are defined as part of the curriculum in accordance with Rule 6A.6.064, FAC.

This program may be offered in postsecondary adult vocational (PSAV) courses. Vocational credit shall be awarded to the student on a transcript in accordance with Secion 230.643, F.S.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training agreement, a training plan signed by the student, teacher and employer, including instructional objectives and a list of on-the-job and in-school learning experiences and a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

In accordance with Rule 6A-10.040, FAC, the minimum basic-skills grade levels required for postsecondary adult vocational students to exit the program are listed before the intended outcomes for the program. These grade-level numbers correspond to grade-equivalent scores obtained on one of the state-designated basic-skills examinations. If a student does not meet the basic-skills level required for completion of the program, remediation should be provided concurrently in the System for Applied Individualized Learning (SAIL) or a remedial lab. Please refer to the Rule for exemptions.

When a secondary student with a disability is enrolled in a vocational class for which modifications to the curriculum framework have been made, the particular outcomes and student performance standards that the student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

SCANS Competencies: To accomplish the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies, the instructional strategies for this program must include methods that require students to identify, organize, and use resources appropriately; to work with each other cooperatively and productively; to acquire and use information; to understand social, organizational, and technological systems; and to work with a variety of tools and equipment. Instructional strategies must also incorporate methods to improve students' personal qualities and higher-order thinking skills.

IV. **INTENDED OUTCOMES**: At the secondary level only the Interior Decor Fabrication core is offered. After successfully completing the appropriate course(s) for each occupational completion point of this program, the student will be able to perform the following:

OCCUPATIONAL COMPLETION POINT - DATA CODE A
Sewing Machine Operator, Nongarment - OES 92721852

01.0 Describe the basic principles of color and design.
02.0 Describe the basic characteristics of interior fabrication.
03.0 Follow safety practices.
04.0 Select and use tools and equipment.
05.0 Demonstrate power-machinery operation skills.
06.0 Exhibit employability skills.
07.0 Measure, plot, mark, and cut fabric.
08.0 Demonstrate safety and sanitation skills.
09.0 Operate power machinery for interior fabrications.
10.0 Demonstrate sales skills.
11.0 Demonstrate leadership and membership skills.
12.0 Plan a fabrication project.

13.0 Maintain power machinery.
14.0 Demonstrate sales techniques for interior fabrication.
15.0 Demonstrate employability skills.

OCCUPATIONAL COMPLETION POINT - DATA CODE B

Drapery Fabricator - Industry Title

16.0 Identify drapery hardware.
17.0 Construct shirred draperies.
18.0 Construct pleated draperies.

OCCUPATIONAL COMPLETION POINT - DATA CODE C

Fabrication Specialist - Industry Title

19.0 Apply special construction techniques.
20.0 Construct top treatments.
21.0 Construct bed treatments.
22.0 Construct decorative accessories and reupholster previously upholstered items.
23.0 Apply quality-control management skills.
24.0 Demonstrate an understanding of entrepreneurship.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title:	Interior Decor Fabrication
Secondary Number:	8521040
Postsecondary Number:	V200505

OCCUPATIONAL COMPLETION POINT - DATA CODE A
Sewing Machine Operator, Nongarment - OES 92721858

01.0 DESCRIBE THE BASIC PRINCIPLES OF COLOR AND DESIGN--The student will be able to:

- 01.01 Identify the elements and principles of design.
- 01.02 Apply the elements and principles of design to housing environments.
- 01.03 Apply the use of color and color schemes in design.

02.0 DESCRIBE THE BASIC CHARACTERISTICS OF INTERIOR FABRICATION--The student will be able to:

- 02.01 Describe the basic characteristics and uses of textiles:
  - a. name of fiber
  - b. characteristics of fiber
  - c. care requirements according to the manufacturer's cleaning codes
  - d. suitability for window treatments, slipcovers, upholstery, bedspreads, and accessories
- 02.02 Describe the basic characteristics and uses of window treatments and accessories.
- 02.03 Identify various interior-decorating styles.

03.0 FOLLOW SAFETY PRACTICES--The student will be able to:

- 03.01 Follow standard (federal, state, and local) fire, safety, and sanitation practices.
- 03.02 Perform a routine safety inspection of work areas.

04.0 SELECT AND USE TOOLS AND EQUIPMENT--The student will be able to:

- 04.01 Identify the tools, machinery, and equipment used for fabrication.
- 04.02 Select the tools and equipment necessary for assigned projects.
- 04.03 Demonstrate the correct and safe use of various fabrication tools and equipment.
- 04.04 Clean and maintain various types of tools and equipment.

05.0 DEMONSTRATE POWER-MACHINERY OPERATION SKILLS--The student will be able to:

- 05.01 Identify the various types and functions of machines used in interior decor fabrication.

05.02 Identify the main parts and functions of power machines.
05.03 Identify, select, and insert various machine needles for the fabric and project.
05.04 Thread sewing machines.
05.05 Demonstrate the ergonomically correct sitting posture when operating machines.

06.0 EXHIBIT EMPLOYABILITY SKILLS--The student will be able to:

06.01 Demonstrate acceptable personal hygiene and a professional appearance.
06.02 Demonstrate productive work habits and positive attitudes.
06.03 Apply the principles of time management, work simplification, and teamwork when performing assigned tasks.
06.04 Demonstrate pride in the quality of work performed.

07.0 MEASURE, PLOT, MARK, AND CUT FABRIC--The student will be able to:

07.01 Read, interpret, and follow instructions for a project.
07.02 Read and interpret charts, diagrams, and tables.
07.03 Apply the principles of design in matching fabrics with nap, stripes, plaids, repeat pattern, and fabric width.
07.04 Evaluate the quality of the fabric, examining it for flaws.
07.05 Organize the work area for the efficient use of time and motion.
07.06 Measure and plot a pattern.
07.07 Measure the item and compute fabric needs for a specific project.
07.08 Cut the fabric to calculated specifications.

08.0 DEMONSTRATE SAFETY AND SANITATION SKILLS--The student will be able to:

08.01 Follow standard disaster-plan procedures.
08.02 Identify hazardous materials and follow safety procedures when using and disposing of hazardous materials (Florida's "Right-to-Know" Law).
08.03 Explain health-related problems caused by exposure to hazardous materials.
08.04 Describe eligibility requirements and the basic procedures for obtaining Worker's Compensation.

09.0 OPERATE POWER MACHINERY FOR INTERIOR FABRICATIONS--The student will be able to:

09.01 Select appropriate thread for the machine and the project.
09.02 Identify and attach the appropriate presser foot for the fabric and project.
09.03 Operate power machinery with speed and accuracy, observing safety precautions.

10.0 DEMONSTRATE SALES SKILLS--The student will be able to:

10.01 Read and interpret pricing tables and diagrams of products.
10.02 Fill out sales receipts, purchase orders, and invoices.

10.03 Exercise self-control.
10.04 Identify and demonstrate appropriate responses to criticism and praise.
10.05 Explain the relationship between positive human relations and success in the industry.
10.06 Demonstrate respect for the customer's desires and property.

11.0 DEMONSTRATE LEADERSHIP AND MEMBERSHIP SKILLS--The student will be able to:

11.01 Identify student and professional organizations, their purposes, and functions.
11.02 Explain the roles and responsibilities of the member.
11.03 Exhibit cooperative behavior as a team member to achieve organizational goals.
11.04 Develop a personal-growth plan.

12.0 PLAN A FABRICATION PROJECT--The student will be able to:

12.01 Plan a fabrication project according to established criteria.
12.02 Select the appropriate styles and materials, considering energy efficiency and safety factors, for the project.
12.03 Calculate the cost of materials and labor for the project.

13.0 MAINTAIN POWER MACHINERY--The student will be able to:

13.01 Oil and clean machines, using the manufacturer's manual as a guide.
13.02 Identify the possible causes of machine malfunction.
13.03 Make minor adjustments to machinery, using the manufacturer's manual as a guide and following safety precautions.
13.04 Keep a maintenance record of tools and equipment.

14.0 DEMONSTRATE SALES TECHNIQUES FOR INTERIOR FABRICATION--The student will be able to:

14.01 Ask and answer questions coherently and concisely.
14.02 Give a sales presentation orally and in writing.
14.03 Find information on sales products and services.
14.04 Recommend fabric, styles, and related products to meet the customer's needs.
14.05 Demonstrate appropriate computer and telecommunication skills.
14.06 Demonstrate sales-transaction skills.

15.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

15.01 Conduct a job search and identify advanced-training opportunities.
15.02 Secure information about a job.
15.03 Identify documents that may be required for a job application.
15.04 Complete a job-application form.
15.05 Demonstrate competence in job-interview techniques.
15.06 Demonstrate a knowledge of how to make job changes appropriately.

15.07 Demonstrate ethical and responsible practices.
15.08 Describe the importance of a drug-free workplace and the industry policies toward drug use.
15.09 Describe the importance of keeping a good driving record on employment opportunities.
15.10 Describe Florida's "Right-to-Know" Law, as recorded in the Florida Statutes, Chapter 442.
15.11 Explain the importance of confidentiality in the workplace.

OCCUPATIONAL COMPLETION POINT - DATA CODE B
Drapery Fabricator - Industry Title

16.0 IDENTIFY DRAPERY HARDWARE--The student will be able to:

16.01 Identify the parts, types, and characteristics of drapery hardware.
16.02 Explain how the hardware affects drapery construction, including pin setting.

17.0 CONSTRUCT SHIRRED DRAPERIES--The student will be able to:

17.01 Measure the window area and calculate fabric needs.
17.02 Prepare materials and the work site for construction.
17.03 Perform basic hand and machine stitches.
17.04 Construct plain, serged, french, and flat felled seams.
17.05 Perform pressing techniques.
17.06 Select a hem and weights.
17.07 Apply lining-construction techniques.
17.08 Table the draperies to determine hems and top headings.
17.09 Sew hems and top headings.
17.10 Press and prepare draperies for delivery.
17.11 Construct tiebacks.
17.12 Perform a quality check.

18.0 CONSTRUCT PLEATED DRAPERIES--The student will be able to:

18.01 Measure the window area and calculate fabric needs.
18.02 Perform basic hand and machine stitches.
18.03 Construct plain, serged, french, and flat felled seams.
18.04 Perform preliminary pressing techniques.
18.05 Select a hem and weights.
18.06 Apply lining-construction techniques.
18.07 Table draperies.
18.08 Calculate, plot, mark, and sew pleats.
18.09 Set pins.
18.10 Press and fold draperies for delivery.

OCCUPATIONAL COMPLETION POINT - DATA CODE C
Fabrication Specialist - Industry Title

19.0 APPLY SPECIAL CONSTRUCTION TECHNIQUES--The student will be able to:

19.01 Measure the window area and calculate fabric needs.
19.02 Gather or shirr fabric by machine and by hand.

19.03 Construct ruffles.
19.04 Make and cut straight and bias welt cording.
19.05 Construct closures (commercial zippers, buttonholes, velcro, and snaps).
19.06 Make and use patterns and templates.

20.0 CONSTRUCT TOP TREATMENTS--The student will be able to:

20.1 Measure the window area and calculate fabric needs.
20.2 Identify and describe the types and characteristics of top treatments, such as:
  a. valances
  b. cascades, swags, jabots
  c. austrian, roman, hobbled, balloon, and laminated shades
  d. cornices and lambrequins
20.3 Select mounting methods for different types of top treatments.
20.4 Calculate, plot the design, and cut the fabric.
20.5 Identify various methods of installation in relation to mounting surfaces.
20.6 Construct top treatments.
20.7 Prepare for an appropriate installation.

21.0 CONSTRUCT BED TREATMENTS--The student will be able to:

21.01 Measure the areas and calculate fabric needs.
21.02 Identify various styles and types of quilting, and explain how they affect fabric needs and durability.
21.03 Construct bedspreads, comforters, duvets, pillow shams, bed canopies, and bed skirts.

22.0 CONSTRUCT DECORATIVE ACCESSORIES AND REUPHOLSTER PREVIOUSLY UPHOLSTERED ITEMS--The student will be able to:

22.01 Measure the items and calculate fabric needs.
22.02 Construct custom home accessories, such as pillows, boxed cushions, tablecloths, napkins, lamp shade covers, chair pads, covered head boards, and specialty tiebacks.
22.03 Apply decorative trims, such as beads, bias cording, tassels, and fringe.
22.04 Mark fabric for stripping.
22.05 Tear down covering.

23.0 APPLY QUALITY-CONTROL MANAGEMENT SKILLS--The student will be able to:

23.01 Identify quality-control standards.
23.02 Evaluate the quality of the products, applying quality-control standards.

24.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

24.01 Define "entrepreneurship."

24.02 Describe the importance of entrepreneurship to the American economy and the role of small business in the free-enterprise system.

24.03 Describe the advantages and disadvantages of business ownership and the different types of business entities.

24.04 Explain the risks involved in the ownership of a business.

24.05 Identify the personal characteristics of a successful entrepreneur.

24.06 Identify the skills needed to operate a small business efficiently and effectively, including computer skills.

24.07 Describe the responsibility of the employer to support the business.

Program: 8521040 Interior Decor Fabrication

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8521041
Course Title: Introduction to Interior Decor Fabrication 1
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to help students develop competencies in the areas of the basic principles of color and design, basic characteristics of interior fabrication, safety, tools and equipment, basic skills in power machinery operation, and employability skills.

01.0 DESCRIBE THE BASIC PRINCIPLES OF COLOR AND DESIGN--The student will be able to:

- 01.01 Identify the elements and principles of design.
- 01.02 Apply the elements and principles of design to housing environments.
- 01.03 Apply the use of color and color schemes in design.

02.0 DESCRIBE THE BASIC CHARACTERISTICS OF INTERIOR FABRICATION--The student will be able to:

- 02.01 Describe the basic characteristics and uses of textiles:
    - a. name of fiber
    - b. characteristics of fiber
    - c. care requirements according to the manufacturer's cleaning codes
    - d. suitability for window treatments, slipcovers, upholstery, bedspreads, and accessories
- 02.02 Describe the basic characteristics and uses of window treatments and accessories.
- 02.03 Identify various interior-decorating styles.

03.0 FOLLOW SAFETY PRACTICES--The student will be able to:

- 03.01 Follow standard (federal, state, and local) fire, safety, and sanitation practices.
- 03.02 Perform a routine safety inspection of work areas.

04.0 SELECT AND USE TOOLS AND EQUIPMENT--The student will be able to:

- 04.01 Identify the tools, machinery, and equipment used for fabrication.
- 04.02 Select the tools and equipment necessary for assigned projects.
- 04.03 Demonstrate the correct and safe use of various fabrication tools and equipment.
- 04.04 Clean and maintain various types of tools and equipment.

05.0 DEMONSTRATE POWER-MACHINERY OPERATION SKILLS--The student will be able to:

- 05.01 Identify the various types and functions of machines used in interior decor fabrication.
- 05.02 Identify the main parts and functions of power machines.
- 05.03 Identify, select, and insert various machine needles for the fabric and project.
- 05.04 Thread sewing machines.
- 05.05 Demonstrate the ergonomically correct sitting posture when operating machines.

06.0 EXHIBIT EMPLOYABILITY SKILLS--The student will be able to:

- 06.01 Demonstrate acceptable personal hygiene and a professional appearance.
- 06.02 Demonstrate productive work habits and positive attitudes.
- 06.03 Apply the principles of time management, work simplification, and teamwork when performing assigned tasks.
- 06.04 Demonstrate pride in the quality of work performed.

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8521042
Course Title: Introduction to Interior Decor Fabrication 2
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to help students develop competencies in the areas of working with fabric, safety and sanitation skills, operating power machinery, basic sales skills, and leadership and membership development.

07.0 MEASURE, PLOT, MARK, AND CUT FABRIC--The student will be able to:

07.01 Read, interpret, and follow instructions for a project.
07.02 Read and interpret charts, diagrams, and tables.
07.03 Apply the principles of design in matching fabrics with nap, stripes, plaids, repeat pattern, and fabric width.
07.04 Evaluate the quality of the fabric, examining it for flaws.
07.05 Organize the work area for the efficient use of time and motion.
07.06 Measure and plot a pattern.
07.07 Measure the item and compute fabric needs for a specific project.
07.08 Cut the fabric to calculated specifications.

08.0 DEMONSTRATE SAFETY AND SANITATION SKILLS--The student will be able to:

08.01 Follow standard disaster-plan procedures.
08.02 Identify hazardous materials and follow safety procedures when using and disposing of hazardous materials (Florida's "Right-to-Know" Law).
08.03 Explain health-related problems caused by exposure to hazardous materials.
08.04 Describe eligibility requirements and the basic procedures for obtaining Worker's Compensation.

09.0 OPERATE POWER MACHINERY FOR INTERIOR FABRICATIONS--The student will be able to:

09.01 Select appropriate thread for the machine and the project.
09.02 Identify and attach the appropriate presser foot for the fabric and project.
09.03 Operate power machinery with speed and accuracy, observing safety precautions.

10.0 DEMONSTRATE SALES SKILLS--The student will be able to:

10.01 Read and interpret pricing tables and diagrams of products.
10.02 Fill out sales receipts, purchase orders, and invoices.
10.03 Exercise self-control.

10.04 Identify and demonstrate appropriate responses to criticism and praise.
10.05 Explain the relationship between positive human relations and success in the industry.
10.06 Demonstrate respect for the customer's desires and property.

11.0 DEMONSTRATE LEADERSHIP AND MEMBERSHIP SKILLS--The student will be able to:

11.01 Identify student and professional organizations, their purposes, and functions.
11.02 Explain the roles and responsibilities of the member.
11.03 Exhibit cooperative behavior as a team member to achieve organizational goals.
11.04 Develop a personal-growth plan.

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Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Course Number: 8521043
Course Title: Introduction to Interior Decor Fabrication 3
Course Credit: 1

COURSE DESCRIPTION:

This course is designed to help students develop competencies in the areas of fabrication project planning, power machinery maintenance, sales techniques, and employability skills.

12.0 PLAN A FABRICATION PROJECT--The student will be able to:

12.01 Plan a fabrication project according to established criteria.
12.02 Select the appropriate styles and materials, considering energy efficiency and safety factors, for the project.
12.03 Calculate the cost of materials and labor for the project.

13.0 MAINTAIN POWER MACHINERY--The student will be able to:

13.01 Oil and clean machines, using the manufacturer's manual as a guide.
13.02 Identify the possible causes of machine malfunction.
13.03 Make minor adjustments to machinery, using the manufacturer's manual as a guide and following safety precautions.
13.04 Keep a maintenance record of tools and equipment.

14.0 DEMONSTRATE SALES TECHNIQUES FOR INTERIOR FABRICATION--The student will be able to:

14.01 Ask and answer questions coherently and concisely.
14.02 Give a sales presentation orally and in writing.
14.03 Find information on sales products and services.
14.04 Recommend fabric, styles, and related products to meet the customer's needs.
14.05 Demonstrate appropriate computer and telecommunication skills.
14.06 Demonstrate sales-transaction skills.

15.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

15.01 Conduct a job search and identify advanced-training opportunities.
15.02 Secure information about a job.
15.03 Identify documents that may be required for a job application.
15.04 Complete a job-application form.
15.05 Demonstrate competence in job-interview techniques.
15.06 Demonstrate a knowledge of how to make job changes appropriately.
15.07 Demonstrate ethical and responsible practices.

15.08 Describe the importance of a drug-free workplace and the industry policies toward drug use.

15.09 Describe the importance of keeping a good driving record on employment opportunities.

15.10 Describe Florida's "Right-to-Know" Law, as recorded in the Florida Statutes, Chapter 442.

15.11 Explain the importance of confidentiality in the workplace.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Interior Design Technology
Occupational Area: Family and Consumer Sciences

	PSV
CIP Number	0404.050100
Grade Level	College Credits
Length	AS Degree/70 Hours
Certification	

I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for initial employment as interior designers (34041182), color experts (141.051-010), managers, display (142.031-014), buyers (172.157-018), assistant buyers (162.157-018) or displayers, merchandise (288.018-010), or to provide supplemental training for persons previously or currently employed in these occupations.

The content is organized into the categories outlined by the foundation for Interior Design Education and Research (FIDER), the accrediting body for Interior Design programs. It should be noted, however, that at this time the state of Florida licensing requirements call for completion of a state-approved program, not a FIDER-accredited program. The FIDER categories are: Basic Design, Theory, Interior Elements, Technical Knowledge, Visual Communication, Business Practice, and History. The content includes, but is not limited to, procedures and techniques essential to the development of designs for interior environments; planning, selecting, and decorating for interior space including floor coverings, wall coverings, window treatments, furniture, appliances, and colors; computation and communication skills; and employability and entrepreneurship skills. The focus of the program determines the application to residential or non residential projects.

II. **LABORATORY ACTIVITIES:** Laboratory activities are an integral part of this program and provide instruction in the use of drafting equipment, computer-aided design systems, textile and lab tools, design and marking aids, home furnishings and appliance materials and supplies.

III. **SPECIAL NOTE:** The standard credit hour length for this program is 70 according to SBR 6A-14.030.

IV. **INTENDED OUTCOMES:** The intended student outcomes are listed below and categorized following FIDER's guidelines. The outcomes are state in terms of what the student will be able to do after successfully completing this program.

01.0 Identify and apply elements and principles of basic design to interior spaces.
02.0 Describe the interrelationship between humans and their interior environments.
03.0 Plan for space utilization according to identified functions.
04.0 Select and arrange furniture, equipment, and accessories.

05.0 Identify the use, function, and maintenance of furnishings and materials.
06.0 Research and specify finish materials.
07.0 Research and specify lighting.
08.0 Identify methods and systems of building construction.
09.0 Identify resources for design materials.
10.0 Identify building codes, regulations, and legislation.
11.0 Communicate design concepts through visual presentation skills.
12.0 Demonstrate employability skills.
13.0 Identify job and career opportunities.
14.0 Identify business techniques for a professional practice.
15.0 Prepare specifications and contract documents.
16.0 Demonstrate an understanding of entrepreneurship.
17.0 Analyze historical and societal influences on structures, interiors, and furnishings.
18.0 Analyze the concept of readapting existing structures.
19.0 Incorporate evaluation, space planning, layout, work flow, and design into a project.
20.0 Coordinate the interior with the exterior of a building/residence.
21.0 Identify resources for design materials.
22.0 Identify methods and systems of building construction.
23.0 Analyze and design nonresidential interiors.
24.0 Select, use, and maintain lighting.
25.0 Demonstrate an understanding of entrepreneurship.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Interior Design Technology
Secondary Number:
Postsecondary Number: 0404.050100

01.0 IDENTIFY AND APPLY ELEMENTS AND PRINCIPLES OF BASIC DESIGN TO INTERIOR SPACES--The student will be able to:

01.01 Evaluate aspects of color schemes in relation to interior design.
01.02 Describe the color wheel.
01.03 Explain the psychological effects of color.
01.04 Analyze uses of line in interior design.
01.05 Determine combination aspects of form and shape as they relate to interiors.
01.06 Evaluate texture and its effect on interior design.
01.07 Demonstrate proficiency in application of design principles.
01.08 Illustrate scale.
01.09 Explain proportion.
01.10 Describe and illustrate the types of balance.
01.11 Define and illustrate rhythm.
01.12 Illustrate emphasis.
01.13 Identify and illustrate harmony.
01.14 Illustrate variety.
01.15 Explain and illustrate unity.

02.0 DESCRIBE THE INTERRELATIONSHIP BETWEEN HUMANS AND THEIR INTERIOR ENVIRONMENTS--The student will be able to:

02.01 Identify personal and group needs that influence housing, including those of persons with special needs and aged.
02.02 Identify family needs and activities that influence housing requirements.
02.03 Identify environmental characteristics of housing that affect the well being of the family.
02.04 Identify ways that environmental characteristics may be controlled to provide a healthful physical environment and conserve energy.
02.05 Identify ways that housing influences social behavior and emotional wellbeing.
02.06 Identify ways housing can promote intellectual development and economic status.

03.0 PLAN FOR SPACE UTILIZATION ACCORDING TO IDENTIFIED FUNCTIONS--The student will be able to:

03.01 Identify conservation characteristics in design materials.
03.02 Apply conservation techniques to the design process.

04.0 SELECT AND ARRANGE FURNITURE, EQUIPMENT AND ACCESSORIES--The student will be able to:

04.01 Analyze criteria for the selection and arrangement of furnishings including furnishings to be used by persons with disabilities, the elderly or children.
04.02 Develop a furniture arrangement and traffic plan.
04.03 Select bathroom and kitchen fixtures and tile types for an interior design plan for a residence.
04.04 Select kitchen and bath cabinets for an interior design plan in a residence.
04.05 Select major home appliances for an interior design plan of a residence.

05.0 IDENTIFY THE USE, FUNCTION AND MAINTENANCE OF FURNISHINGS AND MATERIALS--The student will be able to:

05.01 Determine lighting use and concept for specific interiors.
05.02 Relate lighting and fixtures to interior design.
05.03 Identify and analyze coverings for floors.
05.04 Analyze characteristics of fibers and construction of various types of floor coverings.
05.05 Identify various ceiling treatments.
05.06 Identify and categorize types of wall coverings.
05.07 Identify and describe types and functions of windows.
05.08 Identify and describe different types of window coverings.

06.0 SELECT AND ARRANGE FURNITURE, EQUIPMENT AND ACCESSORIES--The student will be able to:

06.01 Analyze criteria for the selection and arrangement of furnishings, including furnishings to be used by handicapped, elderly, or children.
06.02 Develop a furniture arrangement and traffic plan.
06.03 Select bathroom and kitchen fixtures and tile types for an interior design plan for residence.
06.04 Select kitchen and bath cabinets for an interior design plan for a residence.
06.05 Select major home appliances for an interior design plan for a residence.

7.0 RESEARCH AND SPECIFY LIGHTING--The student will be able to:

07.01 Identify lighting requirements.
07.02 Relate lighting styles and fixtures to interior and exterior design.
07.03 Select appropriate lighting fixtures to perform efficiently and effectively.
07.04 Repair lighting fixtures.

08.0 IDENTIFY METHODS AND SYSTEMS OF BUILDING CONSTRUCTION--The student will be able to:

08.01 Identify methods and techniques of house construction.
08.02 Identify foundation and structural principles.
08.03 Identify wiring types and methods.
08.04 Identify plumbing options.
08.05 Analyze structural components of housing construction.
08.06 Plan supportive physical systems for interior spaces.
08.07 Analyze ventilation needs and methods of achieving them in planned interiors.
08.08 Evaluate energy usage within systems and spaces.

09.0 IDENTIFY RESOURCES FOR DESIGN MATERIALS--The student will be able to:

09.01 Identify manufacturers of flooring, wall coverings and textiles.
09.02 Identify furniture manufacturers.
09.03 Identify market centers.
09.04 Identify lighting manufacturers.
09.05 Identify manufacturers of architectural treatments.
09.06 Identify manufacturers of access accessories.

10.0 IDENTIFY BUILDING CODES, REGULATIONS AND LEGISLATION RELATING TO RESIDENTIAL AND NONRESIDENTIAL SPACES--The student will be able to:

10.01 Identify local building codes.
10.02 Identify legislation for barrier-free environment.
10.03 Identify regulations regarding fire codes.

11.0 COMMUNICATE DESIGN CONCEPTS THROUGH VISUAL PRESENTATION SKILLS--The student will be able to:

11.01 Use equipment to present interior design concepts.
11.02 Demonstrate the use and care of graphics equipment.
11.03 Demonstrate neatness and accuracy.
11.04 Execute line work.
11.05 Illustrate size and scale in a drawing.
11.06 Demonstrate overlapping techniques.
11.07 Explain detail installation.
11.08 Illustrate shade and shadow.
11.09 Apply methods and techniques for three dimensional illustration.
11.10 Analyze perspective drawing.
11.11 Apply methods and techniques of a one-point perspective drawing.
11.12 Apply methods and techniques of a two-point perspective drawing.
11.13 Apply pen and ink demonstration to interior design renderings.
11.14 Apply aspects of color and mixed media to interior perspective rendengs.
11.15 Analyze and evaluate the presentation board as a vehicle for graphic illustration.
11.16 Demonstrate layout techniques.
11.17 Apply design principles to layout.
11.18 Evaluate professional presentation of graphic illustration.
11.19 Demonstrate matting methods.

11.20 Utilize lettering techniques and computer skills for visual presetations.
11.21 Utilize graphic presentation skills in compiling and reviewing a portfolio.

12.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

12.01 Conduct a job search.
12.02 Secure information concerning a job.
12.03 Identify documents that may be required when applying for a job.
12.04 Complete a job application.
12.05 Demonstrate competence in job interview techniques.
12.06 Identify or demonstrate appropriate responses to criticism from an employer, supervisor or other persons.
12.07 Identify acceptable work habits.
12.08 Demonstrate knowledge of how to make job changes appropriately.
12.09 Demonstrate acceptable employee health habits.
12.10 Demonstrate customer relations skills.

13.0 IDENTIFY JOB AND CAREER OPPORTUNITIES--The student will be able to:

13.01 Evaluate sources of employment information.
13.02 Identify four-year schools and special interior design schools for further study.
13.03 Identify job and career opportunities in interior design business and industry.
13.03 Demonstrate neatness and accuracy.
13.04 Execute line work.
13.05 Illustrate size and scale in a drawing.
13.06 Demonstrate overlapping techniques.
13.07 Explain detail installation.
13.08 Illustrate shade and shadow.
13.09 Apply methods and techniques for three dimensional illustration.
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13.18 Evaluate professional presentation of graphic illustration.
13.19 Demonstrate matting methods.
13.20 Utilize lettering techniques.
13.21 Utilize graphic presentation skills in compiling and reviewing a portfolio.

14.0 IDENTIFY BUILDING CODES, REGULATIONS AND LEGISLATION RELATING TO RESIDENTIAL AND NONRESIDENTIAL SPACES--The student will be able to:

14.01 Identify local building codes.
14.02 Identify legislation for barrier-free environment.
14.03 Identify regulations regarding fire codes.

15.0 IDENTIFY BUSINESS TECHNIQUES FOR A PROFESSIONAL PRACTICE--The student will be able to:

15.01 Analyze business practices and procedures necessary in an interior design business.
15.02 Recognize legal and business terms used in the practice of interior design.
15.03 Describe the legal considerations and forms necessary to the practice of interior design.
15.04 Describe procedures used in current interior design work experience.
15.05 Identify considerations in selecting a location for a business.
15.06 Analyze principles of organizing the business mode.
15.07 Develop a plan for the organizational structure of an interior design studio.
15.08 Identify principles of record keeping.
15.09 Analyze local courses of construction materials.
15.10 Identify methods or techniques of supply procurement.
15.11 Describe the principles of pricing for profit.
15.12 Calculate overhead costs and conditions.
15.13 Analyze quality control procedures.
15.14 Analyze profit margin.
15.15 Develop guidelines for managing a service business or interior design studio.
15.16 Schedule service activities for maximum profit and efficiency.
15.17 Identify government agencies that assist and regulate service businesses.
15.18 Identify sources of information and help for starting a business.
15.19 Identify major reasons that businesses succeed or fail.
15.20 Identify advantages and disadvantages of owning your own business.
15.21 Identify skills required for operating a business.

16.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

16.01 Define entrepreneurship.
16.02 Describe the importance of entrepreneurship to the American economy.
16.03 List the advantages and disadvantages of business ownership.
16.04 Identify the risks involved in ownership of a business.
16.05 Identify the necessary personal characteristics of a successful entrepreneur.
16.06 Identify the business skills needed to operate a small business efficiently and effectively.

17.0 ANALYZE HISTORICAL AND SOCIETAL INFLUENCES ON STRUCTURES, INTERIORS AND FURNISHINGS--The student will be able to:

17.01 Analyze characteristics of historic design in relation to the history of interiors.
17.02 Describe the influence of ancient Roman furniture styles and decorative arts on interiors in later civilizations.
17.03 Recognize architectural styles and interiors of the middle ages.
17.04 Recognize decorative Italian Renaissance Arts.
17.05 Describe the influences of Spanish and Islamic cultures on interior design.
17.06 Analyze decorative arts in France from Renaissance to the nineteenth century.
17.07 Recognize interiors designed in England's historical and contemporary periods.
17.08 Compare Georgian architecture and interior design with the Restoration to the Middle Georgian period.
17.09 Describe the characteristics of Georgian architecture and interiors designed in America during the 18th century.
17.10 Describe the Queen Anne styles of interior design.
17.11 Describe English interior design of the Adam or Neoclassic period.
17.12 Recognize English interior design of the Regency period.
17.13 Recognize English interior design of the Victorian period.
17.14 Recognize Early American architecture and interior design up to the nineteenth century.
17.15 Describe the Eastern influences on interior design.
17.16 Describe sequences of historical influence on architecture and interor design.
17.17 Describe the arts and crafts movement in interior design.
17.18 Describe Art Nouveau as a movement in interior design.
17.19 Describe various movements in the evolution of contemporary architecture and interior design.
17.20 Describe the impact of the Bauhaus design philosophy.
17.21 Analyze and compare contemporary architects, furniture designers and styles.

18.0 ANALYZE THE CONCEPT OF READAPTING EXISTING STRUCTURES--The student will be able to:

18.01 Summarize significant issues and fundamentals of restoration, preservation, and renovation.
18.02 Compare preservation, restoration, and renovation.
18.03 Analyze the issues of housing restoration.
18.04 Evaluate the restoration and preservation of interior floors.
18.05 Analyze the restoration and preservation of interior walls and ceilings.
18.06 Analyze the restoration and preservation of old windows and doors.
18.07 Analyze the restoration and preservation of authentic relic accessories.
18.08 Identify sources for researching historical period data.

19.0 INCORPORATE EVALUATION, SPACE PLANNING, LAYOUT, WORK FLOW, AND DESIGN INTO A PROJECT--The student will be able to:

19.01 Develop a plan for a total concept for interior design and home furnishings.
19.02 Apply design methods and techniques to a project in home interior design.
19.03 Develop the sequence and time table for tasks.
19.04 Conduct a post-op evaluation.
19.05 Develop a schedule for installations.
19.06 Evaluate estimates and develop orders for interior design.
19.07 Write estimates for interior design.
19.08 Issue work specification for interior design.

20.0 COORDINATE THE INTERIOR WITH THE EXTERIOR OF A BUILDING/RESIDENCE--The student will be able to:

20.01 Describe the steps in selecting exterior modalities and options.
20.02 Evaluate factors of orientation on the site.
20.03 Select interior and exterior lighting.
20.04 Unify the interior and exterior themes.

21.0 IDENTIFY RESOURCES FOR DESIGN MATERIALS--The student will be able to:

21.01 Identify manufacturers of flooring, wall coverings, and textiles.
21.02 Identify furniture manufacturers.
21.03 Identify market centers.
21.04 Identify lighting manufacturers.
21.05 Identify manufacturers of architectural treatments.
21.06 Identify manufacturers of accessories.

22.0 IDENTIFY ENERGY CONSERVATION METHODS--The student will be able to:

22.01 Identify conservation characteristics in design materials.
22.02 Apply conservation techniques to the design process.

23.0 ANALYZE AND DESIGN NONRESIDENTIAL INTERIORS--The student will be able to:

23.01 Analyze methods and techniques for planning nonresidential interior furnishings.
23.02 Design nonresidential interior furnishings.
23.03 Evaluate planned nonresidential interior furnishings in terms of such factors as space utilization, acoustic control, and energy conservation.
23.04 Develop and present a project demonstrating design skills for nonresidential interiors.

24.0 SELECT, USE, AND MAINTAIN LIGHTING--The student will be able to:

24.01 Identify lighting requirements.
24.02 Relate lighting styles and fixtures to interior and exterior design.

24.03 Select appropriate lighting fixtures to perform efficiently and effectively.
24.04 Repair lighting fixtures.

25.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

25.01 Define entrepreneurship.
25.02 Describe the importance of entrepreneurship to the American economy.
25.03 List the advantages and disadvantages of business ownership.
25.04 Identify the risks involved in ownership of a business.
25.05 Identify the necessary personal characteristics of a successful entrepreneur.
25.06 Identify the business skills needed to operate a small business efficiently and effectively.
25.07 Describe the responsibilities of an employee to the business or industry.

July 1997

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title: Nutrition and Dietetic Services
Occupational Area: Family and Consumer Sciences

	Secondary	PSAV
Program Numbers	**8530000**	**V200404**
CIP Number	0420.040402	0420.040402
Grade Level	9-12, 30, 31	30, 31
Length	1 Credit	150 Hours
Certification		
	VOC HME EC @4	VOC HME EC @2 @4
	HOMEMAKING @2 ¢7	GEN HME EC @2 @4
	SC FOOD SV @6 D	HOMEMAKING @2 @7 G
	QUAN FOOD ¢7	SC FOOD SV @6 D
	GEN HME ED @4	QUAN FOOD @7 G
	HOME EC 1 @2	HME EC OCC @7 G
	HOME EC OCC ¢7	HOME EC 1 @2

I. **MAJOR CONCEPTS/CONTENT**: The purpose of this program is to prepare students for initial employment as diet clerks (245.587-010), dietary aides (319.677-014), and other food service workers (70041899): or to provide supplemental training for persons previously or currently employed in these occupations.

This program is an introduction to the dietetic career ladder. It is designed to train students to assist in various functions of food service related to patient care. The curriculum includes a combination of theory and laboratory experiences.

The dietetic aide works under the supervision of a registered dietitian in a hospital or nursing home; or may work under the direction of a certified dietary manager or dietetic technician. With experience, the dietetic aide may assume assistant supervisory responsibilities in various units of the dietary department.

II. **LABORATORY ACTIVITIES**: Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices in the field. Activities provide instruction in the use of diet kitchen equipment and supplies, trays, diet charts, utensils and table settings, dishwashers, storage, and dietary office activities. Field trips are planned for typical job sites in the community.

III. **SPECIAL NOTE**: The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training agreement, a training plan signed by the student, teacher and employer, including instructional objectives and a list of on-the-job and in-school learning experiences and a work station which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal. The student must be paid for work performed.

The program content includes, but is not limited to concepts in basic nutrition and diet modification; preparation of therapeutic diets and nutritional supplements; tasks involved with tray assembly line and the delivery of patient tray service; principles and techniques in quantity food preparation and portion control; dining-room and cafeteria service; principles of sanitation and safety in food service and housekeeping activities; personal hygiene and grooming; use and care of food service equipment and supplies; techniques of tabulating and documenting daily records related to dietary service; work simplification methods in areas of responsibility; basic office management; telephone courtesy and communication skills; and general use of computers.

The program may be offered in courses. Vocational credit shall be awarded to the student on a transcript in accordance with Section 230.643 F.S.

In accordance with Rule 6A-10.040, FAC., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 9.0, Reading 9.0. This grade level number corresponds to a grade equivalent score obtained on a state designated basic skills examination.

The particular outcomes and student performance standards which the students with disabilities must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The typical length of this program for the average achieving student is 150 hours.

The concern for balancing work and family responsibilities is addressed as an employability skill.

IV. **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to:

01.0 Perform basic tasks in dietary office and utilize computer.
02.0 Maintain daily records in area of responsibility.
03.0 Participate in tray assembly activities and monitor trays for diet accuracy.
04.0 Assist with food production activities and preparation of nutritional supplements.
05.0 Properly select, use and care for food service equipment.
06.0 Perform front-of-house duties.
07.0 Demonstrate knowledge and application of principles of sanitation and safety.
08.0 Practice optimum personal hygiene and grooming and maintain high standards and self esteem.

09.0 Demonstrate personal productivity.
10.0 Demonstrate an understanding of entrepreneurship.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Nutrition And Dietetic Services
Secondary Number: 8530000
Postsecondary Number: V040501

01.0 PERFORM BASIC TASKS IN DIETARY OFFICE AND UTILIZE COMPUTER--The student will be able to:

01.01 Demonstrate communication skills with staff, patients and visitors.
01.02 Apply proper telephone etiquette.
01.03 Tally portions and quantities of specific foods.
01.04 Assist in filing dietary documents.
01.05 Apply policies and procedures in management of dietary office.
01.06 Utilize consultant guidance.
01.07 Process menus.
01.08 Assist in coordinating food service and clinical data.
01.09 Utilize computers for recording operational data.

02.0 MAINTAIN DAILY RECORDS IN AREA RESPONSIBILITY--The student will be able to:

02.01 Assist in maintaining client records, diet orders and changes, census records and miscellaneous records related to nutritional care on a daily basis.
02.02 Follow federal and state regulations and procedures for record maintenance.

03.0 PARTICIPATE IN TRAY ASSEMBLY ACTIVITIES AND MONITOR TRAYS FOR DIET ACCURACY--The student will be able to:

03.01 Assist in setting up assembly line for serving trays to patients/clients.
03.02 Weigh and measure foods, using equivalents when necessary.
03.03 Follow diet using nutrition information when planning, preparing and serving food for general and modified diet trays.
03.04 Examine filled trays for completeness and conformance to menu, diet and food preferences of patients/ clients.
03.05 Meet deadlines and adhere to meal time and schedules.
03.06 Accept instruction and guidance from supervision personnel.
03.07 Deliver and pick up food carts and trays to and from patient area, nursing stations or dining rooms.

04.0 ASSIST WITH FOOD PRODUCTION ACTIVITIES AND PREPARATION OF NUTRITIONAL SUPPLEMENTS--The student will be able to:

04.01 Read recipes, demonstrate knowledge of terminology and follow diet instructions.
04.02 Implement principles and techniques of quantity food preparation and portion control following standardized recipes.
04.03 Apply work simplification methods in performance of duties.

04.04 Prepare late trays and nutritional supplements.
04.05 Assist therapeutic cook in food preparation and service.
04.06 Identify common ingredients used in food preparation.
04.07 Evaluate quality of food prepared.

05.0 PROPERLY SELECT, USE, AND CARE FOR FOOD SERVICE EQUIPMENT--The student will be able to:

05.01 Identify dietary equipment and supplies for food preparation and service.
05.02 Follow optimum procedures for using dietary equipment and supplies.
05.03 Implement proper procedures for cleaning and sanitizing dietary equipment and supplies.
05.04 Help keep equipment stored in its proper place before and after mealtime.

06.0 PERFORM FRONT-OF-HOUSE DUTIES--The student will be able to:

06.01 Participate in setting up dining room and readying it for service.
06.02 Participate in setting up the cafeteria counter according to proper procedures so that hot and cold foods remain at proper temperatures until service is completed.
06.03 Arrange for reserve foods and supplies to be on hand at the point of service.

07.0 DEMONSTRATE KNOWLEDGE AND APPLICATION PRINCIPLES OF SANITATION AND SAFETY--The student will be able to:

07.01 Identify and follow good housekeeping practices.
07.02 Identify standard sanitation and infectious disease control practices.
07.03 Identify hazards and follow safety practices.
07.04 Follow emergency procedures regarding sanitation and safety in food service.
07.05 Operate equipment following safety procedures.
07.06 Use sanitary procedures in handling food, equipment and supplies.
07.07 Keep work area clean, neat and orderly at all times.
07.08 Use precautions necessary to avoid accidents in food service area.
07.09 Follow federal, state, and local sanitation codes.
07.10 Identify roles and responsibilities in event of fire or disaster.

08.0 PRACTICE OPTIMUM PERSONAL HYGIENE AND GROOMING AND MAINTAIN HIGH STANDARDS AND SELF ESTEEM--The student will be able to:

08.01 Assist in evaluating own progress in meeting responsibilities.
08.02 Demonstrate personal quantities important to a dietetic aide.
08.03 Identify and implement acceptable employee work and health habits.

08.04 Identify federal, state, and local laws, policies and procedures governing dietetic personnel.

09.0 DEMONSTRATE PERSONAL PRODUCTIVITY--The student will be able to:

09.01 Work as a member of the dietary team, rotating job responsibilities when necessary.
09.02 Help other co-workers when own job is completed.
09.03 Observes policies of the establishment concerning work schedules.
09.04 Understand the philosophy that "patient/client comes first" and demonstrate humane treatment at all times.

10.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

10.01 Define entrepreneurship.
10.02 Describe the importance of entrepreneurship to the American economy.
10.03 List the advantages and disadvantages of business.
10.04 Identify the risks involved in ownership of a business.
10.05 Identify the necessary personal characteristics of a successful entrepreneur.
10.06 Identify the business skills needed to operate a small business efficiently and effectively.
10.07 Describe the responsibilities of the employer to support the business or industry.

Florida Department of Education
CURRICULUM FRAMEWORK

Program Title:	Parenting
Occupational Area:	Family and Consumer Sciences
	PSAV
Program Numbers	**C200111**
CIP Number	0920.010101
Grade Level	30, 31
Length	45 hours
Certification	GEN HME EC @2 @4 VOC HME EC @2 @4 HOME EC 1 @ 2

I. **MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for the occupation of parenting, realizing the dual roles of males and females as homemakers and wage earners, and emphasizing the acquisition of knowledge and the development of understanding the attitudes, standards, values, and skills relevant to individual and family life, or to provide supplemental training for persons with the occupation of homemaker.

The purpose of this program is to prepare students for parenting roles and responsibilities and the importance of the family including the involvement of families in the education of children and youth.

The content includes but is not limited to human growth and development, interpersonal relationships, planning for parenthood, resource management, providing for health, safety and security, importance of families and crisis management.

II. **LABORATORY ACTIVITIES:** Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools and materials appropriate to the program content and in accordance with current practices.

III. **SPECIAL NOTE:** The particular outcomes and student performance standards which the students with disabilities must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEP's. The job title for which the student is being trained must be designated in the IEP.

The concern for balancing work and family responsibilities is addressed as an employability skill.

In accordance with Rule 6A-10.040, FAC., the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 9.0, Language 9.0, Reading 9.0. This grade level number equivalent score obtained on a state designated basic skills examination.

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The standard credit hour length for this program is 45 according to SBR 6A-14.030.

IV. **INTENDED OUTCOMES:** After successfully completing this program, the student will be able to:

01.0 Plan for child care and parenting.
02.0 Analyze situations of balancing family and work.
03.0 Analyze the physical, emotional, intellectual and social development of family members.
04.0 Define a nurturing and protective environment for children.
05.0 Demonstrate positive parenting skills to utilize at different stages of development.
06.0 Describe parenting concerns.
07.0 Identify support systems for parents.

July 1997

Florida Department of Education
STUDENT PERFORMANCE STANDARDS

Program Title: Parenting
Secondary Number:
Postsecondary Number: C200111

01.0 PLAN FOR CHILD CARE AND PARENTING--The student will be able to:

01.01 Define parenting and related terminology.
01.02 Describe the characteristics of caring/loving parents and family members.
01.03 Describe the responsibilities and rewards involved in rearing children.
01.04 Analyze reasons people have children or remain childless.
01.05 Research the costs of having a baby.
01.06 Describe parenting styles and such as democratic, permissive, and authoritarian, and give examples of each.
01.07 Identify factors that would indicate personal readiness for parenthood.
01.08 Describe the importance of positive roll modeling by parents, siblings, family members, peers and the community.

02.0 ANALYZE SITUATIONS OF BALANCING FAMILY AND WORK--The student will be able to:

02.01 Describe ways in which 20th century societal changes are impacting the rearing of children.
02.02 Analyze the responsibilities of business and industry to the development of human capital in a democratic society.
02.03 Identify ways in which employers can assist employees to balance family and work.
02.04 Analyze ways in which parents can better manage personal time to balance family and work.
02.05 Identify roles, responsibilities and concerns of single parents.

03.0 ANALYZE THE PHYSICAL, EMOTIONAL, INTELLECTUAL AND SOCIAL DEVELOPMENT OF FAMILY MEMBERS--The student will be able to:

03.01 Define self-esteem.
03.02 Discuss how a positive self-concept relates to the development of a child.
03.03 Identify characteristics of children with high self-esteem and those with low self-esteem.
03.04 Describe ways to develop high self-esteem in children at various development stages.
03.05 Identify factors which have a negative impact on a child's self-esteem at various developmental stages.
03.06 Analyze children's activities, clubs, sports, etc. and their impact on self-esteem.
03.07 Identify developmental tasks of human beings at various age levels.

04.0 DEFINE A NURTURING AND PROTECTIVE ENVIRONMENT FOR CHILDREN--The student will be able to:

04.01 Identify the effect of prenatal care on the development of children.
04.02 Identify appropriate physical care of children.
04.03 Describe a safe and healthy environment for children.
04.04 Identify common childhood illnesses and accidents.
04.05 Describe procedures for caring for the ill or injured child.
04.06 Identify personal beliefs concerning child rearing.
04.07 Explain the impact of crisis situations on children and ways of coping with divorce, death, separation, sibling rivalry, child abuse, and other crises.
04.08 Identify ways to help children express emotions.
04.09 Identify factors to consider when selecting child care.
04.10 Describe ways to create an enriched environment for children.
04.11 Identify the complexity of resource management in various family structures as it relates to children.
04.12 Describe ways in which parents and other family members can help children understand decision making.
04.13 Evaluate resources in terms of both quantity and quality.
04.14 Evaluate discipline techniques that are age appropriate.
04.15 Identify characteristics of a healthy, safe and secure family environment.
04.16 Evaluate toys for safety and appropriateness.

05.0 DEMONSTRATE POSITIVE PARENTING SKILLS TO UTILIZE AT DIFFERENT STAGES OF DEVELOPMENT--The student will be able to:

05.01 Define discipline, punishment, and guidance appropriate to development stages.
05.02 Describe the process of developing self-discipline in children.
05.03 Describe the importance of helping children follow established routines.
05.04 Describe responsible behavior in children at different development stages.
05.05 Describe acceptable methods of guidance to modify behàvior in a child.
05.06 Describe positive parental care at different developmental stages.
05.07 Describe ways time, space, money, energy and other resources impact relationships.
05.08 Describe the influence of positive relationships on one's self esteem.
05.09 Describe ways in which parents can help children relate to a wide variety of people.
05.10 Describe ways in which parents can help children deal with conflicts in relationships.
05.11 Describe the role of communications in a child's development.
05.12 Discuss the importance of openness and truthfulness in parent/child communications.
05.13 Compare between positive communication and negative communication.

05.14 Describe inhibitors to open communication between parent and child.
05.15 Demonstrate communication skills between parent and child.
05.16 Identify family resources in dealing with stress, anger and crisis.

06.0 DESCRIBE PARENTING CONCERNS--The student will be able to:

06.01 Distinguish between myths and realities of parenthood.
06.02 Describe the childbirth process and related issues.
06.03 Compare and contrast the adjustments and conflicts that arise in parenting children with special needs.
06.04 Identify roles, responsibilities and concerns of teen parents.
06.05 Identify roles, responsibilities and concerns of single parents.
06.06 Analyze the impact of alcohol and drug abuse on the family.
06.07 Analyze the impact of abuse and neglect, violence, suicide and crime victimization on individuals and families.
06.08 Develop appropriate coping behavior in time of crisis.

07.0 IDENTIFY SUPPORT SYSTEM FOR PARENTS--The student will be able to:

07.01 Recognize the importance and functions of family and community support systems.
07.02 Prepare a list of community agencies which aid families and identify services, costs and procedures.
07.03 List and describe support groups, other than community agencies, which provide support for families.

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